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THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

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Speaking Appreciatively

During the war years, very little has been published on an increasingly important area of secondary education—the junior high school.

It is the aim of this issue of **THE BULLETIN**, **The Modern Junior High School**, to bring to our members, and to many others interested in the development of secondary education, some current and serious thought on the junior high school as an educational institution. Here are represented the philosophies, the practices and policies, and the especial educational activities of some junior high schools by leaders who can speak with conviction and freedom on many aspects of junior high-school education.

To Dr. Will French, Chairman of the Committee on Curriculum Planning and Development of the National Association of Secondary-School Principals and Professor of Secondary Education, Teachers College, Columbia University, we are deeply indebted for planning this special edition of **THE BULLETIN** and for inviting the authors of the printed articles to prepare such manuscripts. To all of these, we acknowledge the contributions they have made to the best interests of the junior high school.

The preparation of these manuscripts for the printer and the final editing became the work of Walter E. Hess, Managing Editor, and other members of the Staff of the National Association of Secondary-School Principals.

—PAUL E. ELICKER, *Editor*

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A JOURNEY...ALWAYS, WE ARE EN ROUTE



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SECTION I

The Junior High School in America's Educational Program

Its origin and what lays behind its introduction into America; its growth and present status; past and current conceptions of function; relations to other units; its students; its organization; its future.

Some Basic Policies for the Junior High School

The Junior High School in America's Educational Program

Reorganizing the Junior High School Curriculum

Education for All Junior High School Youth

Promoting Democracy in the Junior High School Years

Some Basic Policies for the Junior High School

WILL FRENCH

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PROGRESS at the junior high-school level in the next decade will be largely measured by the extent to which individual schools generally base their programs and procedures squarely and consistently upon certain fundamental policies which are in keeping with the educational philosophy of the junior high school movement. Some of the most important of these are set out below. They are implicit or implied in other articles in this issue of *The Bulletin*. Some or all are now in use to some extent in some junior high schools but they are stated here in the form of educational policies for it is generally helpful for junior high school administrators, faculty members, parents, and students if they come to understand the principles and policies upon which the program of this type of school rests. Such policies can become evaluative criteria by which to weigh the importance of proposed changes; by which to measure wise distribution of time and effort and by which to evaluate results of various phases of the school's program. The following are not intended to be all-inclusive but they are policies which current developments tend to highlight as among the most important ones involved in junior high school organization and administration.

SUGGESTED POLICIES

1. *Entrance to the junior high school should be on a social-maturity basis not on a subject-achievement basis.* The junior high school is and always was intended to be a school for younger youth who were too old for an elementary school and too young for a regular high school. The elementary school should be a school for youth who are distinctly pre-adolescent. More and more, the elementary school accepts and even demands this status in the educational ladder. As these youth and their friends approach early adolescence they should all leave the elementary school and enter one of their own. The term "social-maturity" serves as well as any to distinguish this group. It represents a composite of physical age, psychological and physical growth, and social cohesion. Whenever the elementary teachers and the principal who know the members of a class best come to the conclusion that it has reached a stage of social maturity where the members would be better off in a school for younger youth than in one for children they should be promoted to the junior high school as soon as practicable. In many school systems most pupils supposedly enter the junior high school on the achievement basis though this does not mean that they are all up to "grade-standard." Some over-age pupils (for the elementary school) enter by "special" promotion without reference to achievement. There is nothing consistent about such a practice. It is "neither fish nor fowl." A better situation would

exist were schools standing flatly on an entrance policy which affirms that the junior high school is the unit in the school system for boys and girls of the "in-between age"—those too old to belong in the childhood group and too young to be accepted into the youthhood group in a community. It is exceedingly important to this country and to its younger youth that junior high schools generally and willingly accept this entrance policy and then build a school that serves the interests of this special group.

2. *The educational program of the junior high school should be adapted to the abilities, the needs, and the interests of the social-age group specified in the preceding policy.* It would be a good thing if we could stop thinking of the junior high school as consisting of the seventh, eighth, ninth and possibly the tenth grades and considered merely that its pupils were those who have been in school seven, eight, nine and possibly ten years above the kindergarten. Or better yet perhaps we should call these groups the first, second, and third, and possibly the fourth classes. If the words "seventh grade" mean anything at all in education they cannot be appropriately applied to the groups that enter the junior high schools of this country. If the preceding policy is followed, we frankly state as a policy what we have found it best to do without a clear statement of policy. Since as a matter of fact the entering pupils represent everything from fourth- or fifth-grade achievement up to ninth or tenth, junior high schools have found it necessary to make wide adaptations in their educational programs. If entrance to the junior high school assumes that one has attained seventh *grade* standing, then these adjustments for poorer, and even for better pupils are illogical. Only when a social-maturity basis is frankly accepted and stated does it become a reasonable and legitimate expectation that the faculty of the school should make a *full* adjustment in the school's program to the abilities, needs, and interests of all these pupils.

If such an entrance policy is accepted the logical expectation is that "English" for example should be good "upper elementary grade" reading and writing instruction for the less advanced pupils. By the same token that for the best pupils will be far beyond what a "seventh-grade" teacher could be expected to teach to her pupils. The integration of the work of the less advanced entering pupils in the hands of one teacher who teaches a class for perhaps a half day becomes more natural and logical for these pupils who, when accepted, were admittedly about on a level in school work with those of the upper elementary school. Meeting the needs of pupils by providing instruction in the things and at the level which really represents group and individual need, becomes a legitimate part of the junior high school program instead of something that the faculty feels it has to do for pupils "who really ought not to be in junior high school anyway." The interest-program which should include both the "extra-curriculum" and the elective

offerings of the school is free to pitch its activities to the level of the pupils actually accepted. Whatever worth while interests they have in activities, in organizations, in subject-matter become the criteria for deciding what should be in the interests program. Nothing is too juvenile or too adult for the junior high school interests program if there are those who enjoy and profit from its pursuit.

Entrance policy and program policy must be co-ordinated, the former giving scope, organization, and justification to the latter. The junior high school program needs still further adjustment to the ability levels of its pupils; still further broadening to the interest ranges of younger youth. Only as the junior high school generally gets its mind and heart fixed upon its younger youth group and designs a program with nothing but their growth and development in mind can it hope to serve its real purpose in American education.

3. *Regular, normal progress for each pupil through the junior high school and through each course should be the general rule.* Such progress should be a natural result of the well-adjusted educational program called for above. When the school has admitted all the pupils whose educational needs it was created to serve and when it has adapted its program to this group, each pupil will have been provided as good an opportunity to learn, *i.e.*, to grow and develop toward greater maturity, as it is possible for that school to provide. Under such circumstances each year's learning experience will lead naturally to the next year's and so on throughout his life in the school. The inevitable result is regular, normal progress for practically all pupils. This is not necessarily a "no-failure" policy although in practice it may approach this ideal goal. All who work at something in keeping with their ability can have a respectable measure of success with it. They do not ordinarily fail with it. There may be a few who will not work even at the most appropriate tasks that the school can supply. This number is found to be sharply reduced as the school's program is effectively adapted to the abilities, needs, and interests of its pupils. But to whatever degree there still are those who will not make a reasonable effort, there may be "failure." The more of this there is however, the greater is the presumption that the school or the teacher still has some more work to do in adapting the work to the pupils. The junior high school should be organized on the assumption that needed adjustments have been or are being made and that, when and as they are made, practically all pupils will be found willing to make a reasonable effort and, therefore, regular normal progress through junior high school will result.

4. *Entrance to the senior high school or some other higher school, if the senior high school is not of the comprehensive type, should be the regular aftermath for each junior high school pupil who has worked reasonably well at the program approved for him by the junior high school.*

The social-maturity principle stated above in connection with entrance to the junior high school should apply at the senior high school level. It should be the older youth-school of the community and educate *all* youth who fall within the wide ranges of normality until it is evident that all has been done for and with these youth by full-time education that can be done. As this time arrives, the school has the responsibility of doing all it can to see that leaving youth make proper initial contacts with the out-of-school world and, as necessary, the school should see that part-time educational opportunity is still available to him. Neither the length of a desirable period of compulsory attendance nor of permissive attendance can be measured by chronological age alone. Even the slowest learners, if provided with a program reasonably well adapted to their abilities, needs, and interests, can continue to learn long after the 14-16 age limit so commonly accepted as the end of compulsory education. In the postwar period not only will the need for utilizing the full learning capacity of each be greater but the economic and social consequences of failing to do so will be increasingly disastrous. There is every reason—social, civic, economic, and educational—for adopting a policy which assumes that every junior high school student shall enter the senior high school with the expectation of remaining there several years and of being provided there with a program as profitable to him as a senior high school student as the program of the junior high school was when he was of junior high school age.

5. *The guidance and counseling service in the junior high school needs to be a decentralized, personal service to each pupil which pays particular attention to interest patterns, to the kinds and levels of ability, and to the meaning of these in terms of this present and future educational program.* One is tempted to say that at no level of education is guidance and counseling so important though, of course, it is important at every level and age. Nevertheless, without advocating its neglect in any school, it is clear that in view of the foregoing policies excellent guidance and counseling programs must be available to junior high school pupils. In suggesting a decentralized service there is no intent to belittle the work of trained guidance workers in the office of the principal. It is meant however to imply that the teachers themselves must be the centers through which this expert service is converted into the realities of school opportunities. This means home rooms or their equivalent to which time enough is given to let them achieve their purposes with pupils. It means personal interest in and study of pupils by teachers. If junior high schools were less departmentalized than they are and if daily schedules were built to provide for more pupils to spend two or three periods with one teacher, this personal acquaintance would be easier than now as each teacher would teach fewer different pupils each day. Without this degree of knowledge of pupils no one knows to what extent or how the educational program should be developed or changed better to suit the abilities, interests,

and need of the pupils. Without this knowledge of pupils, the benefits of a good program cannot really be delivered f.o.b. to the pupil. So it is the old problem of the home-room teacher; but the junior high school with its opportunity to have a non-departmental, or even an inter-departmental program, has the best chance to lead the way to really effective guidance and counseling.

PUPILS' INTERESTS ARE OF UTMOST IMPORTANCE

The interests of junior high school pupils both present and potential are of utmost importance and need to be made use of, developed, and evaluated in terms of their meanings for growth and development of each pupil. These developing interest patterns, coupled with the kinds and amount of ability which their successful pursuit requires, are the best indices of how to transmute a junior high school's educational program into well-grown and well-developed older boys and girls.

This emphasis on "educational" guidance is not meant to exclude other kinds from the province of the junior high school. But it is meant to underscore what the writer believes to be a fact; namely, that as the educational program of a junior high school is adapted to the abilities, needs, and interests of all the younger youth of a community and as the school's guidance services through its understanding of its pupils is successful in delivering that program right to the pupil, the kinds of conduct and emotional unbalance now often creating a need for more highly specialized forms of guidance, counseling and clinical services will tend to disappear.

While it is probably true that crowded, barren, and sub-standard homes and poorly qualified parents create more juvenile delinquency than any other single cause, yet not far behind comes the equally crowded, barren, and sub-standard educational program of some schools for younger youth. Into some of these schools the compulsory education law sends some pupils to face a program of education which is so foreign to their abilities, needs, or interests as to be pretty meaningless to them. Add to this the continual fear of failure and of social disapproval and you have the makings of a wave of juvenile delinquency in any community. Social welfare workers' records show that the young adult delinquents of 1950 are to be identified today among the pupils of some schools for younger youth whose attendance records show frequent, unexplained, and unjustified absence.

What causes this absence which is the first clue to future trouble? In so far as the causes are to be found within the school—and this is no negligible amount—they can often be traced back to a program wholly inappropriate to the particular pupil. In the end, we can say that a good educational program hand and glove with a good guidance service seems to be the "minimum essential" for growth and development. If a school has only the program, it often fails really to deliver it to the right pupil. No

(Continued on page 16)

The Junior High School in America's Educational Program

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IN 1900 America's Educational Program was an 8-4 plan program, grades 1-8 for children and early adolescent boys and girls, grades 9-12 for both early and later adolescent pupils. This plan of mixing, or scrambling as it were, childhood and early adolescent natures in the various common experience situations of the elementary school and all stages of adolescent nature in the high school was not sound psychologically nor did it result in the happiness, contentment, and satisfaction on the part of pupils of varying chronological and emotional ages or that nurture of adolescent desires and interests for social and moral development to which they are entitled.

EARLY PUBLIC EDUCATION

During the previous three hundred years public education had been taking root in America. In 1633 the first permanent school supported by public funds was established at the Fort of New Amsterdam. In 1635 secondary education began in the colonies with the founding of the Latin grammar school. In 1821 the first high school was established in Boston and named the English High School. The American academy with the broad aim of preparing boys and girls for the "great end and real business of living" flourished and reached its peak of development by 1850. Although its programs of study included a long list of subjects, the basic fundamental practices involved in personal, community, and home living were not included in subject content and, although there was recognition of the practical living function of the high school, college-preparatory courses held the center of the stage of high-school work and were believed to be of the greatest importance.

THE REPORT OF THE COMMITTEE OF TEN

In 1893 the Report of the Committee of Ten was based on the belief that the mind trained to meet the requirements for college entrance is trained to meet the problems of life and that one subject was about as good as another. Although a vision of the true function of secondary education had been glimpsed, the tools for the realization of that function were ill chosen and ill fitted to the purpose.

Many educators recognized the discrepancy between the true function of the high school and outcomes from a four-year study of the more or less stereotyped programs of academic subjects advised by many prominent educators and educational committees.

Most important dates in the development of the reorganized secondary-education program of the present are 1913 and 1918. In 1913 the National Education Association appointed a Commission on the Organization of Secondary Education and in 1918 their report was made. Five years were utilized in arriving at the decisions of this report and in so far as this paper is concerned are most significant and in keeping with the tenets of a democratic America. The Committee stated,

The purpose of democracy is so to organize society that each member may develop his personality primarily through activities designed for the well-being of his fellow members and of society as a whole. Education in a democracy, both within and without the school, should develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society to ever nobler deeds.¹

To realize these principles the Committee also held that the high-school program of education should devote itself to the satisfaction of seven objectives encompassing the all-round development of each individual, *i.e.*

1. Health
2. Command of Fundamental Processes
3. Worthy Home Membership
4. Vocational Preparation
5. Civic Education
6. Worthy Use of Leisure
7. Ethical Character

Other sets of objectives for Secondary Education have been formulated since but the pattern has remained about the same. The formulation of objectives, although a splendid exercise, does not result in a changed program unless organization, administration, and supervisory practices are so modified as to accord with the abilities, interests, and needs of pupils in physical, social, mental, and moral growth in the satisfaction of the objectives. These seven cardinal principles for the program of secondary education even though not yet fully accepted might form the basis for a program which would result in a most effective citizenry.

Many of the ideas connoted by these objectives had been clearly stated before the Commission had rendered its report. Among these ideas there was a demand for an evaluation of subject content on the basis of its social significance and for a better articulation between the elementary and secondary school. For approximately twenty-five years, 1890-1915, the new movement for a re-evaluation of subject content and the extension downward of some high-school subject content was discussed frequently *pro* and *con*. From 1909 in Berkeley, California, and 1910 in Los Angeles, junior high

¹Bulletin 1918, No. 35, Department of Interior, U. S. Office of Education. *The Cardinal Principles of Secondary Education*.

schools were established in response to this recognition of the need for change by educators and by the public—one of the strongest reasons advanced by educator being that students entered college too late in life and that, therefore, high-school subjects should be taught in grades seven and eight. By 1917 two hundred seventy-two (272), by 1925 eight hundred seventy-nine (879), and by 1926 one thousand one hundred twenty-seven (1,127) separate junior high schools and fourteen hundred seven (1407) junior-senior high schools were established in America, including all states except South Carolina.

THE EARLY PURPOSES OF THE JUNIOR HIGH SCHOOL

Among the first considerations for making permanent the junior high school were three; (a) modification of curriculum content, (b) clarification of a possible relationship of the junior high school with the college, (c) a plan for the articulation of the junior with the senior high school. In 1927 the Department of Superintendence published its Fifth Yearbook, *The Junior High-School Curriculum*—in 1928 the Sixth Yearbook, *The Development of the High-School Curriculum*—and in 1929 the Seventh Yearbook, *The Articulation of the Units of American Education*, all of which have had a decided and valuable influence in shaping the program of junior and senior high schools.

The Fifth Yearbook defines the junior high school as "an expression of a changing conception in education; a new school with a new attitude and atmosphere for early adolescent education."⁹ This is a most significant statement. Herein is an expression of the essence of the successful junior high school. It is a school organized, administered, and supervised for *early adolescent* boys and girls in an atmosphere of sympathy for and understanding of their peculiar and particular needs and with the definite purpose of nurturing their natures in a kindly and effective manner. It follows that junior high-school teachers, principals, and supervisors must thoroughly understand and appreciate early adolescent youth to become effective in their work.

The Sixth Yearbook, Chapter I, clarifies the beliefs of both school administrators and educational philosophers and also youth concerning the needs of the adolescent. They agree in the main. Their expressed reactions bear striking similarity to the Seven Cardinal Principles of Secondary Education. High-school youth pleads for a recognition of individual needs, the development of self-directive power in assuming responsibilities, less emphasis on academic training, guidance in choosing a career, a better understanding of adolescent nature, a greater emphasis on character and personality development, and inculcation of a fine appreciation of the social responsibilities of youth as potential servants in society.

⁹The Fifth Yearbook—Department of Superintendence, P. 13.

One statement coming from a youth was, "The high-school youth should be taught that it is his duty to educate himself not only for his personal benefit but for the service of mankind. Patriotism is another ideal which should be impressed upon the adolescent. The necessity of obeying those in authority should also be taken into account. The idea of co-operation should be especially emphasized. It is up to the high school to instill ideals."³

The Seventh Yearbook, Chapters VIII, IX, X, and XI, furnish, as it were, basic considerations in the form of organization procedures, guidance practices, and issues and functions of secondary education which might well constitute a platform for secondary-school administrators and teachers. Herein are the reports of the reorganized high school, here are expressed solid foundation materials for building a secondary-school program for service to youth in accordance with his present and future needs in accordance with his interests, abilities, and desires. On these foundation principles there has been evolved the program of the junior high school which has become an established educational institution throughout America. In 1942 there were 2,372 junior high schools and 6,203 junior-senior high schools in America.

WHAT IS THE JUNIOR HIGH SCHOOL?

One of the best and most complete statements of the purpose of the junior high school was formulated by Thomas Gosling, Superintendent of Schools, Madison, Wisconsin.

"The purpose of the junior high school is to offer a program of studies which shall be suited to the varying needs of boys and girls in their early adolescence; to take into account the individual differences among boys and girls; to assist boys and girls to develop right attitudes toward life and its problems; to assist them in discovering and developing their natural aptitudes; to guide them carefully by a wise discipline through the trying time when they are passing from the period of control imposed by others to the period of self-control; to take into account their budding idealism and their emerging religious concepts; to give them opportunities for expressing their social instincts in helpful and inspiring service; to correct physical defects and to build up habits of clean and healthy living; to acquaint boys and girls in an elementary way with the social, the economic, and the political problems which they must soon face in the world outside of school; to inculcate in them both by theory and by practice the principles of good citizenship; to induce as many as possible to go on with their education in higher schools; and to give to those who must take up at once the toil for daily bread a good start by

³*The Sixth Yearbook*—Department of Superintendence, P. 33.

way of special, though elementary, vocational training. In brief, the purpose of the junior high school is to be a friend of the adolescent boy and girl by giving them a full, rich, and joyous life,—full and rich and joyous in the present and for that very reason full and rich and joyous in the days and the years to follow.”

After reading this statement every progressive principal might well ask himself, “How good is my junior high school?” and every teacher who desires to become an artist teacher, “How good am I as a junior high-school teacher?”

Its Development

The junior high school has gradually developed to a point where it can be described in general by reference to its many characteristic practices as distinguished from those of the traditionally administered seventh, eighth, and ninth grades of the 8-4 plan system of grades and high school. The school is an intermediate unit between the elementary and senior high school and closely articulated with each below and above, receiving its pupils from the sixth grade of the elementary school and sending them on to the twelfth year of the senior high school where their progress is reasonably assured and where they are advised and guided as they learn as individual boys and girls during the time they stay according to their several abilities and interests and a philosophy which means a striving for a fourfold growth in physical, mental, social, and moral attributes. The individual pupil and his needs motivate the activities which he experiences. The school is a well-ordered school and administered with care and much guidance by teacher sponsors. It follows that the program of guidance service is most important. Orientation of each seventh-grade pupil into his new school, acquisition of as thorough an understanding of each pupil's ways of life and his problems, educational guidance and vocational information, home visitation, counseling concerning matters of personal health and hygiene, scholastic progress, social and moral responsibilities, group guidance, and discussions concerning matters of common good to all, all under the supervision of and in the hands of understanding, patient, sympathetic, and kindly teachers with experience are important phases of the service.

The Curriculum

The pattern of the junior high-school program of curriculum services has evolved and taken shape to fit and to satisfy the functions of secondary education as envisioned by the seven cardinal principles, the realization of which “is dependent upon ethical character, that is, upon conduct founded on right principles clearly perceived and loyally adhered to. Good citizenship, vocational excellence and the worthy use of leisure go hand in hand with ethical

⁴Gosling, Thomas W. “Educational Reconstruction in the Junior High School,” *Educational Review*, May, 1919.

character,"⁵ consequently ethical character is at once involved in all the other objectives and at the same time requires specific consideration in any program of national education. The curriculum should be saturated with experiences of exploratory and general educative values.

The Program of Studies

The program of studies, the more formally organized and administered part of the curriculum service program, includes sequential, well-articulated three-year courses in the fields of English, social studies, health and physical training, mathematics, general science, music, art, homemaking, industrial arts, library instruction, and reading, writing, and spelling according to the needs of pupils. Introduction to business and exploratory language courses are often included.

Since the junior high school is organized to serve early adolescent pupils whose yearnings for self-directive power, group action and altruistic service are keen and impelling, the less formally organized part of the program which is and at all times should be sponsored carefully and in a spirit of camaraderie includes home-room organization, assembly, club, student council, student court, intramural games, pupil publication, exhibits, community study school control, and social projects of varying nature and type. The less formally organized pupil activity and pupil participation program offers great possibilities through practice situations and projects for the development of self-directive power, social poise and conduct, obedience to the rules and regulations of the group, respect for law and order, assumption of responsibility, ideas and ideals for service to others, worthy use of leisure time through the development of hobbies, stable moral character and respect and reverence for Almighty God.

The more formally organized classes for instructional purposes are responsible primarily for the satisfaction of the Second Cardinal principle *i.e.*—command of the fundamental processes of learning and indirectly responsible for emphasis upon the other principles. Orderly procedure is necessary at all times and in all situations. This pupils desire and will help to maintain if they are given a part in helping to maintain it. Self-directive power in study, a most desirable asset to the senior high-school pupils is fostered through the use of time by the teacher in each classroom situation in directing the study of individual pupils and in differentiating assignments and expecting achievements in accordance with ability to achieve. The successful junior high-school teacher realizes that good habits in speech, spelling, reading, studying, listening, observing, note taking, thinking, forming opinions, and debating will develop through practice and, therefore, arranges as many situations as possible wherein pupils can practice over and over again such activities, while he him-

⁵Bulletin 1918, No. 35. *The Cardinal Principles of Education*, Dept. of Interior, U. S. Office of Education. P. 4

self stands by guiding, advising, leading, and encouraging the group and each member of the group to do the very best work possible. The best junior high schools are surcharged with a spirit of happy companionship, earnest effort in interesting situations, school loyalty and pride, and co-operative effort and mutual understandings among teachers and pupils. Understanding, yet smilingly firm, teachers who serve as friendly counselors and guides to their pupils at all times are the greatest assets the junior high schools can provide.

THE CHALLENGE

Someone has said that education is the process of developing an appreciation for the finest things in life. Appreciations are easily developed in the time of youth. The junior high school receives boys and girls when childhood ends and the time of youth begins. What a challenge to every junior high-school principal and teacher! The junior high school has become an established institution in the educational program of America and will long continue. To assure its continuance, the service it renders might well be predicated upon answers to the question—What are the finest things in life?

As the years go by let junior high-school teachers and principals and educational statesmen ponder this question. In their answers will be found the fundamental factors in an increasingly rich program of educational service, a program which will do much in refining, stabilizing, and making permanent America's way of life.

SOME BASIC POLICIES FOR THE JUNIOR HIGH SCHOOL

(Continued from page 9)

amount of further program improvement without adding guidance service improves the situation. If a school has only good guidance service, it can guide pupils to better choices. Without the good program, it has no good choices upon which to act. No amount of improvement or extension of the guidance service without changing the educational program improves the situation. The program and the service developed together and co-ordinated is the simplest, most effective solution.

A number of other sound and important policies underlie much that is said in the articles in this publication. A number of policies related to the five states above could be listed. But those five are fairly basic to the whole junior high school program and, if supported by practices consistent therewith, would lead the junior high schools of this country to new levels of performance.

Reorganizing the Junior High School Curriculum

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A CONSIDERATION of the basic purposes which the junior high school should serve and the program which should be set up to achieve those purposes should take its point of departure from the present status of the institution, and the extent to which it has accomplished the results claimed for it.

The Background of the Junior High School.—The conditions which lead to the establishment of the junior high school are well known. There was a decided gap between the elementary school and the high school that needed to be bridged. There was a startling percentage of elimination of pupils at the end of the eighth and ninth grades. Educators were impressed with the need for shortening the period of college preparation by the elimination of overlapping. And perhaps most important, a new concept of adolescence promulgated by G. Stanley Hall and his followers seemed to call for a distinctive type of institution for youth at the beginning of the adolescent period.

The junior high school, embracing grades seven, eight, and nine, was intended to remedy the situation and to achieve certain distinctive purposes. Perhaps the most influential statement of these purposes was made by Briggs in 1920. He held that:¹

1. To continue, in so far as it may seem wise and possible, and in a gradually decreasing degree, common, integrating education.
2. To ascertain and reasonably to satisfy pupils' important immediate and assured future needs.
3. To explore by means of material in itself worth while, the interests, aptitudes, and capacities of pupils.
4. To reveal to pupils, by material otherwise justifiable, the possibilities in the major fields of learning.
5. To start each pupil on the career which, as a result of the exploratory courses, he, his parents, and the school are convinced is most likely to be of profit to him and to the State.

The Present Status of the Junior High School.—It is now generally recognized that in most respects the junior high school has failed to fulfill the promise of those who pioneered in its development.² True, elimination has been reduced, but this has probably been due to other factors such as the extension and rigid enforcement of compulsory education laws. The gap between the eighth and ninth grades has been bridged, but in place of this gap two others have been created—one between the sixth and seventh grades,

¹ Briggs, Thomas H. *The Junior High School*. Boston: Houghton-Mifflin Co. 1920, pp. 162-176.

² See Jones, Arthur J. "The Junior High School: Past, Present, and Future," *The Bulletin of the National Association of Secondary-School Principals*. Vol. 28 (March, 1944), pp. 3-14.

the other between the ninth and tenth. The period of high-school education has not been shortened, and no conspicuous success in eliminating overlapping has been achieved. The psychology upon which the new suit was based is no longer tenable, for we now regard growth as a continuous process with relatively few new needs and interests emerging at any given period of development.

The longer period of education has tended to render inapplicable Briggs' idea that junior high school was to "start the pupil on a career." The other purposes which he set forth are as valid for any unit of education as they are for the junior high school; for all education should meet needs and interests, and certainly should be "exploratory." We are forced to conclude that, by and large, the junior high school is merely a convenient administrative unit which has few, if any, distinctive functions and little psychological justification. But even though the junior high school as a distinctive unit has not fully demonstrated its worth, the problem of developing a satisfactory curriculum for the early adolescent still remains. The writer hopes that the suggestions which follow will be helpful in this respect, regardless of what the administrative organization may be (e.g. 6-6; 6-3-3; 6-4-4; or 8-4).

The Purposes of the Junior High School.—If the junior high school is regarded as one level of a continuous unified system of education we are justified in assuming that a statement of purposes that is adequate for education in general would be applicable to the junior high school. Indeed the application of a unified philosophy to the entire program is needed if we are adequately to meet the needs of youth. Only in this way can we eliminate the serious gaps which now exist between the elementary school and the senior high school. This is not to hold, of course, that the educational program should be the same at all levels.

The Meaning of Democracy.—Any satisfactory statement of the purpose of education must be based upon the assumption that the ideals of democratic living are central and give direction to the program. For our present purpose it is perhaps sufficient to state a few basic concepts upon which we as a people are more or less in agreement.

1. Democracy means that we have a high regard for the individual, whose optimal development we hold to be the supreme test of the value of our institutions and practices.
2. Democracy requires faith in the intelligence of the common man to solve his personal problems and those of common concern.
3. The method of intelligence applied to group living demands that all individuals participate in formulating plans and carrying out programs of common concern.
4. Since democracy calls for the optimal development of *all* individuals, the doors of economic and social opportunity must be kept open. There must be no discrimination against races, classes, or creeds.

5. The role of government in a democracy is to facilitate the preservation and extension of human rights through powers exercised through the consent of its citizens.
6. Since democracy is fundamentally a set of ideals, a design for living, the means for achieving it are in a state of continuous modification in the light of the rapidly changing social order.

The Purpose of Education.—The above concepts of the meaning of democracy imply that all youth education should be directed toward helping boys and girls to meet their needs, solve their problems, and extend and enrich their interests in such a way as to promote the optimal development of their personalities and the fullest participation in democratic social living.

DISCOVERING THE NEEDS, PROBLEMS, AND INTERESTS OF THE EARLY ADOLESCENT

The purpose of education as set forth above calls for a program of curriculum making that takes as its point of departure the discovery of the needs, interests, and problems of the early adolescent. It is desirable, of course, that such a study be made in connection with similar studies of the pre-adolescent as well as of the later adolescent period. Our present discussion centers upon the early adolescent level but it must be remembered that this is only a segment of the whole unit of public education.

The terms, needs, problems, and interests, are not to be interpreted merely as surface manifestations of behavior, but rather as requisites to optimal development as seen by focusing attention upon the growing individual and observing the stresses and strains that operate upon him as he interacts with his physical and social environment. For example, the adolescent may be inarticulate about his desire to secure a measure of independence from his family, yet the wise teacher will have little difficulty in diagnosing his expressed resentment toward his parents as evidence of the existence of the common problem of "growing up", and will deal with him accordingly. It is the business of the teacher to use the present immediately felt needs, the problems as the student sees them, and the interests which he manifests as flexible starting points for helping him to discover new needs and problems, or clarify those which he already expresses, and to extend the range and quality of his interests. This point of view rejects both the *laissez faire* attitude toward development, and also the imposition of adult standards of behavior, and knowledge to be acquired. Rather it holds that the school should study the student at all levels of growth in order to determine appropriate next steps in his development. Out of this study should come the basic framework of the curriculum.

Areas of Development.—The following is a suggestive framework for such study. It provides a general pattern of areas of development which may be used to define and classify adolescent behavior. Used in connection with a clear understanding of the characteristics of the democratic personality, it provides a sense of direction for the curriculum maker. The categories overlap

somewhat, for human behavior is a unit. It is only for purposes of discussion that any single aspect of behavior can be isolated.³ As the adolescent grows toward maturity he develops concerns about:

I. Maintaining Personal Health and Promoting Healthful Living By

- A. Providing for the protective and maintenance phases of health such as adequate rest, proper diet, and freedom from infection.
- B. Providing for proper recreation.
- C. Providing for optimum physical and organic development.
- D. Understanding the concept of normality in relation to one's self and others in such aspects as physical development, mental development, and social development.
- E. Developing a zeal for promoting healthful living in the immediate and wider community.
- F. Providing for adequate emotional and mental development in relation to personal health.

II. Achieving and Maintaining a Sense of Security Through

- A. Gaining and holding affection, confidence, and esteem.
- B. Status within the family group, which includes feeling of responsibility, feeling that one "counts", feeling of "belongingness", satisfaction through contribution to common ends, and gaining gradual independence.
- C. Status with age-mates of both sexes, which involves making friends, growing toward heterosexual adjustment, developing standards of personal conduct, and giving allegiance to the "gang".
- D. Status in groups (school, church, small group activities, and similar groups).
- E. Status in immediate and wider community, which involves social recognition and participation in socially significant activities.
- F. Status in economic life, which involves earning money, work experience, and satisfying occupation.
- G. A sense of interdependence by understanding the role of the individual in social-economic life and understanding ways of working together in terms of one's own abilities.

III. Developing and Maintaining a Sense of Achievement By

- A. A sense of personal adequacy through satisfaction in accomplishment, which involves abilities and requisite skills in sports, games, arts, crafts, special interests, and the like; and confidence in one's competence in one or more significant areas.
- B. Successful participation in group activities (school, home, and other places.)
- C. Successful participation in community life (e.g. community groups: recreation, health, social, and civic organizations).
- D. Successful participation in economic life, through part- or full-time work, in satisfying socially significant activities and planning with others for improving the economic system.

³ For an analysis of the trends in adolescent behavior in terms of these categories, see Alberty, Harold (and others) *Trends in Adolescent Development*. Atlanta, Georgia, Bass High Press. 1943.

See also, *Child Development Study*, by the faculty of the University School, The Ohio State University, Columbus, Ohio, for a study of development from the kindergarten through the high school. This study is based upon a modification of the above categories.

- E. Gradual attainment of independent status as an adult.
- F. Understanding of and participating in the solution of basic economic problems (e.g. capital and labor, government control, conflicting economic systems, unemployment, standards of living, and the like).
- G. Increasing effectiveness as a consumer of goods and services through efficient use of authority, adequate planning, improved standards of judgment, and improvement of taste.

IV. Developing and Maintaining Ever-Widening and Deepening Interests and Appreciations Through

- A. Understanding and gaining a measure of control over the environment (e.g. scientific, artistic, and literary interests).
- B. Understanding of and respect for the cultural heritage (e.g. zeal for using cultural understandings for improvement of living).
- C. Favorable response to art in all aspects of living.
- D. Participation in games, sports, and hobbies.

V. Achieving a Social Outlook on Life Through

- A. Increasing unity and consistency in thinking and action.
- B. Personal standards of conduct.
- C. Increasing ability to deal with related abstractions.
- D. Increasing ability to recognize and deal with conflicts.
- E. Increasing ability as to the nature of truth and techniques for discovering and utilizing it.

Early Adolescent Behavior:—If the school utilizes an outline of areas of development similar to the one suggested above, it will, of course, be necessary to study its own group of adolescents in order to discover present early adolescent behavior and the trends toward more mature behavior in each one of the categories. For example, before the school should set up a curriculum dealing with the maintenance of personal health and the promotion of healthful living, it would need to have the facts about physical growth, of fatigue, and of the need for proper rest and the appropriate amount of sleep. Similarly before it could deal effectively with the problem of developing and maintaining a sense of achievement, it would need to discover the kind of activities that are characteristic of the early adolescent and the shifts in his interests as he grows toward maturity. The findings of such a study by a particular school should, of course, be checked against the large number of general studies that have been made.

Obviously, if the junior high school is to be used as the unit of curriculum making, it will be necessary to study the stages of growth represented by the particular group of students for which the curriculum is intended in order to determine the curriculum experiences best suited to this particular stage. Only rough generalizations concerning early adolescent behavior in general apart from a specified group are possible. The following brief analysis is suggestive only and should be interpreted only as broad trends in behavior which may or may not be significant for a particular group of students.

I. Maintaining Personal Health and Promoting Healthful Living

Due to the rapid physiological changes taking place in the body the early adolescent requires from 10 to 10½ hours of sleep. He likes to engage in strenuous exercise and group games with the same sex. Usually this group does not readily sense bodily fatigue and will play excessively until a dangerous point of exhaustion is reached. Poor posture frequently is evidence of the inability of the child to make adjustments to rapid increase in height and weight. There is a rapid maturing of the organs of reproduction and the secondary sex characteristics. Mood changes easily from extreme happiness to dullness and moodiness.

II. Achieving and Maintaining a Sense of Security

Youth during this period desire to have some freedom and new experiences outside the home, but at the same time retain their parents' love and security. They like to associate with "gangs," giving little attention to age, intelligence, or social status. They like to have advice about making decisions but at the same time to have some freedom and opportunity to assume responsibility. They usually select acquaintances from their own immediate surroundings. They will do many different kinds of work for little or no financial reward. Their occupational interests are frequently derived from their association with family, relatives, and friends.

III. Developing and Maintaining a Sense of Achievement

The interests of early adolescents are largely centered on manipulative, constructive, and experimental activities. They have difficulty in concentrating on any subject for very long at a time. Little interest is shown in the opposite sex. They are physically restless and will utilize frequent and varied attention-getting devices. Frequently an antagonistic attitude is developed toward adults and there is a lessening satisfaction in helping the teacher, in going to simple parties, and taking part in plays and dramatics. Very little concern is given to making social adjustments or conforming to group standards. Vocational interests are beginning to develop but are rather transitory.

IV. Developing and Maintaining Interests and Appreciations

Early adolescents seek association almost exclusively with members of their own sex. They give little attention to personal appearance, social conduct, or approved manners. They avoid dancing and show self-consciousness while at "mixed" parties. They play games without much attention to techniques or rules. There is a desire to construct models, tear up old cars, and other mechanical devices. Frequently they show an antagonistic attitude toward adults. Usually their allowances are spent with success and satisfaction. Their chief interests are centered around a narrow home environment.

V. Achieving a Social Outlook on Life

During this period there is a tendency to accept family and gang standards and develop a sense of loyalty to them. Young people often have their first experiences in loving another, developing "crushes", and in hero worship. Their religious feelings are usually based on some fear or guilty feeling. They have a narrow concept regarding moral qualities. Their thinking on common problems is usually motivated by childish wishes and desires. Often they resort to fanciful, unfruitful, and even impossible plans and purposes. Without assistance they will solve simple problems that demand little more than observation and manipulation.

IMPLICATIONS FOR THE CURRICULUM

If the junior high school is to move in the direction indicated by the statement of purpose and the analysis of areas of development proposed above, it will need to examine every phase of the life of the school. Since the curriculum is central to the achievement of purposes, it will need to break rather sharply with the traditional type of organization.

Bridging the Gap Between the Elementary School and the Junior High School.— If the curriculum of the junior high school is to be continuous with that of the elementary school it is necessary that much more needs to be done than acquaint the sixth graders with the program of the next level. What is needed is to look to the elementary school for assistance in planning the curriculum. Unfortunately the junior high school has tended to take over the type of curriculum organization and method of the high school. This frequently means a subject-centered curriculum highly departmentalized, and taught by experts in the various fields. If we turn to the elementary level we find that for a long time the better schools have been organizing their programs around direct and firsthand experiences of children. A large part of the school day is given over to the comprehensive unit of work, which draws upon all pertinent knowledge, regardless of the so-called subjects. For example, the group may start with the problem of getting to school in the morning and plan a study of transportation which calls for trips to various places in the community, library study of the evolution of transportation, and understanding of the rise of technology, and the like. It is not difficult to see that learning of this sort has vitality, because it touches the daily lives of the children. It is also obvious that such a unit involves language, literature, social science, science, mathematics, the arts, and possibly all the subjects thought to be essential in the elementary curriculum. This does not mean, of course, that time may not be set aside for leisure reading, for drill in terms of demonstrated needs, or for the development of special skills.

Such programs in the elementary school are far beyond the experimental stages. Careful studies have shown the superiority of such programs over traditional ones. The fear of parents that their children will not learn the

"fundamentals" has, by careful evaluation studies, been proven to be groundless. And in addition, children who have had the experience which such a program affords develop social responsibility and other democratic attitudes.

Educators are beginning to ask why, if such a plan of curriculum organization is effective in the elementary school, it should not be continued in the high school. The argument that greater maturity of the student demands a radical change in curriculum organization is not very convincing. It would probably be nearer the truth to say that high-school teachers are not prepared for this type of teaching, and that as a consequence they feel very insecure when a change is proposed.

There seems to be no good reason why the junior high school curriculum should not be organized in such a way that at least half of the students time could be given over to the meeting of common needs without reference to conventional subject lines. This would insure that the student finishing the sixth grade would not encounter an organization that was radically different from the one that he had left. In most elementary schools the student is accustomed to having special teachers for art and music and this practice would be continued in the junior high school with more time allotted to the pursuit of specialized interests.

The Nature of the Core Curriculum.—If then the junior high school is to provide for continuity of learning, a new conception of the curriculum is needed. Perhaps the term core curriculum is as good as any to define the nature of this approach. As here used it refers to *that aspect of the total curriculum which is basic for all students, and which consists of learning activities that are organized without reference to conventional subject lines.*

It is to be expected that an evolving concept such as the core should not have a fixed and precise meaning. We may, however, say that the current practices reveal the first two characteristics listed below and some or all of the remaining ones:

1. The core consists of learning activities that are regarded as basic to the education of all students. Within this basic framework, however, provision is made for individual differences.
2. The learning activities transcend conventional subject-matter lines. This may involve "putting two or more subjects together" or almost complete disregard of boundaries.
3. The core utilizes a relatively large block of time in the daily schedule in order to make possible diversified activities such as trips, library work, discussions, demonstrations, and experimentation without disruption of other scheduled classes.
4. The core provides for the extensive use of teacher-student planning in terms of the immediate and long-range needs, problems, and interests of students.
5. The core encourages, and frequently provides for co-operative planning and teaching in terms of the most effective use of the specialized abilities of the teaching personnel.
6. The scope and sequence of learning activities are determined by the needs of the situation rather than by the organization of any one subject or field.

7. The core organization tends to discourage the use of long periods of drill or laboratory exercises which do not contribute directly to the central problems involved in the unit. Regular periods for drill are not set aside but are planned as the need develops.
8. The core frequently absorbs the activities generally assigned to home rooms, such as class business, social affairs, and the recording and reporting of student progress.
9. Many core curriculums include the guidance and counseling function. Guidance and the curriculum become inseparably connected.
10. The core organization encourages the development of broad comprehensive resource units which teachers may draw upon in planning learning activities.
11. A distinction is frequently made between the *core period*, which embraces many marginal and related activities (e.g., drill, leisure reading, supervised study), and the *core unit*, which serves as the unifying center of the activities of students.

A Proposal for a Core Curriculum.—The following suggested units have been selected because of their potentialities in meeting the needs of adolescents and helping them to solve their problems, and extend the range of their interests. At the same time they may be so developed as to facilitate the development of the characteristics of personality (social sensitivity, reflective thinking, tolerance, respect for personality, and others) which are essential to democratic living.

The four categories,⁴ Immediate Personal-Social Problems, Immediate and Wider Community Problems, Wider Social-Economic Problems, and Personal Development Problems—are used as a basis of classification and to secure balance and broad scope. Obviously these aspects of living are inter-related and somewhat overlapping.

The units are not intended to be prescribed but are suggestive of the type that have significant possibilities in meeting the needs of the adolescent. A particular school that is planning a core curriculum would need to take the following steps before setting up a list of suggested units:

1. Formulate its philosophy.
2. Make a study of the needs, problems, and interests of the student group and compare the results with other studies.
3. Determine the functions and scope of the core, and of the other aspects of the curriculum (broad field, special interests).
4. Decide on a plan of curriculum organization (e.g. core and broad fields, and/or special interest subjects).
5. Determine an appropriate time allotment for the core and for other curriculum activities.
6. Build resource materials for teachers.

I. Immediate Personal-Social Problems

Grades Seven, Eight, and Nine: Orientation to the School, Living in the Home, Making and Holding Friends, Sex Relationships.

⁴ Adapted from Committee on the Function of Science in General Education, *Science in General Education*. New York: D. Appleton-Century Co. 1938.

*Grades Ten, Eleven, and Twelve:*⁵ Education in American Democracy, The Family in Civilization, Improving Home Life, Boy-Girl Relationships.

II. *Immediate and Wider Community Problems*

Grades Seven, Eight and Nine: Living in the Community, Community Agencies and Services, Community Recreation, Community Citizenship, Communication, Transportation, Beautifying the Community, The Air Age, How People in Other Lands Live, Our Latin American Neighbors.

Grades Ten, Eleven, and Twelve: Community Survey, Community Health, Community and National Planning, International Organization, Role of America Among the Nations, Role of Government, The American Tradition, Contemporary Cultures, Contemporary Religions, Propaganda Analysis, Public Opinion (newspaper, radio, movies), Races and Minority Groups.

III. *Wider Social-Economic Problems*

Grades Seven, Eight, and Nine: How People Make a Living, Community Industries, Science in our Daily Lives, Earning Money and Budgeting an Allowance.

Grades Ten, Eleven, and Twelve: Selecting a Vocation and Getting a Job, Getting Your Money's Worth, How Technology is Changing Our Ways of Living, Conservation of Resources, Competing Economic Systems.

IV. *Personal Development Problems*

Grades Seven, Eight, and Nine: Life and Growth, Maintaining Good Health, How We Get Our Beliefs, Personal Planning, Personal Appearance and Grooming, Developing New Interests.

Grades Ten, Eleven, and Twelve: Personality Development, Developing Intellectual and Aesthetic Interests, Building a Social Outlook, Competing Philosophies of Life, Intelligence and Learning.

SOME GENERALIZATIONS THAT APPLY TO THE SUGGESTED UNITS

1. They are closely related to the common persistent problems which young people face in our confused culture.
2. They have potentialities for developing the characteristics of personality which are desirable in our democratic society.
3. When properly handled they transcend any one subject or field (*e.g.* social studies, science, English, the arts).
4. They are within the maturity level of most adolescents.
5. They are sufficiently diversified to include the major aspects of living.
6. They are sufficiently comprehensive in scope to provide opportunities for meeting the wide range of individual differences that exists in any group of adolescents.
7. They bridge the gap between the immediate felt needs of the student and the demands of adult society.
8. They encourage and facilitate co-operative planning and teaching, as well as teacher-student planning.
9. They require knowledge and skills in fundamentals (reading, writing,

⁵ Suggested units for grades ten, eleven, and twelve are included to indicate the general scope of the program.

and the like), but may be carried out with a minimum of laboratory exercises, equipment, and drill.

10. They encourage the unification of knowledge in the various fields.
11. They are easily related to the guidance and home-room program.
12. They have potentialities for stimulating new interests and appreciations, which may be carried forward in the special-interest areas.
13. They provide leads to many other units.
14. They lend themselves readily to the extensive use of trips, direct experience, visual aids, library research, and the like.

GETTING THE CORE PROGRAM UNDER WAY

Since the program proposed above presents a somewhat radical departure from the required and elective subject program which is still common in the junior high school, attention needs to be given to the problem of providing new types of teaching and learning materials and to staffing the program. These two problems will be discussed briefly.

Building Resource Units.—Since the core cuts across subject lines, and is not organized in terms of any one subject, the conventional textbook is no longer a satisfactory guide for the determination of scope and sequence. The resource unit is designed to give assistance to the teacher in pre-planning learning activities. It is defined as "a systematic and comprehensive survey, analysis, and organization of the possible resources (*e.g.* problems, issues, activities, bibliographies, and the like) which a teacher might utilize in planning, developing, and evaluating a learning unit."⁶ For example, if the school decided to organize learning activities dealing with the *Air Age*, the teachers of the various fields, which have a contribution to make to such a unit, might develop a resource unit which would set forth (1) aims, (2) possible scope, (3) suggestions for use, (4) a wide range of learning activities, (5) suggestions for evaluation, (6) bibliographies and teaching aids, and (7) leads to related units of work. This would provide the teacher with a reservoir of materials and suggestions which he might draw upon in planning with students and in evaluating the success of the unit.

Staffing the Core Program.—By and large, teachers are not prepared for core curriculum work. This calls for an in-service program of teacher education, as well as for shifts in emphasis in teacher-education programs in the colleges. However, even under present conditions schools are finding it possible to staff the core satisfactorily. Several plans are in use, depending largely upon local conditions. The *co-ordinating teacher plan* is fairly common. A teacher of broad training and experience is assigned to each group of students as co-ordinator of instruction, and as counselor. This teacher is responsible for bringing together those members of the staff, whose fields have major contri-

⁶ Alberty, Harold (and others) *How To Make A Resource Unit*, Columbus: Department of Education, The Ohio State University, 1944. (mimeographed)

butions to make to the unit which is to be taught, for pre-planning, and for specialized instruction. Thus, in a unit of housing, the co-ordinating teacher, who might represent the field of home economics would draw upon specialists in the fields of industrial arts, social studies, fine arts, science, mathematics, and health to secure help in building resource materials, in pre-planning the unit, and in giving specialized instruction at appropriate points. The more general instruction would be given by the co-ordinating teacher. Some schools have found it satisfactory to employ the *one teacher plan*, in which a single teacher gives all of the instruction, and is responsible for counseling. Needless to say, such a teacher should have broad understandings. A third type has become known as the *multiple-teacher plan*. In this scheme, the instruction is carried on by two or more teachers, representing different fields of specialization. These teachers have joint responsibility for teaching and counseling. Usually when this plan is used, the size of the group is increased considerably in order to avoid increasing the cost of instruction.

RELATIONSHIP OF THE CORE TO OTHER ASPECTS OF THE PROGRAM

Special Interest Areas.—If the common needs and interests of the students are largely cared for in the core, the remaining part of the curriculum might very well consist of special interest fields. Within a core period of two hours a core unit of the character suggested above might be developed. In this block of time, provisions would also be made for the development of related skills and abilities, school and class problems, and guidance. The remaining part of the school day might be given over to the pursuit of special interests, such as the arts, science, mathematics, and physical activities, chosen by the student with the help of the staff, and to student activities such as student council, assemblies, and the like. The staff would undoubtedly wish to organize the program to permit all students to engage daily in creative arts experiences and physical activities.

The Guidance and Counseling Program.—The core period would supplant the home-room period and absorb many of its activities including guidance and counseling. The problems discussed in the core unit are so intimately related to the personal problems of the students that group activities have become organically related to the program of guidance, thus making unnecessary a separately organized program of guidance and counseling.

Relationship to the Senior High-School Program.—There is no logical reason for applying a different concept of curriculum making to the senior high school. In fact to do so implies a different growth pattern which is not justified by studies of adolescent development. There is some justification for decreasing the allotment of time devoted to the core from one half to one third of the student's day in order to make room for more special interests. Otherwise the curriculum organization is similar at both levels. To follow the general procedure outlined in this discussion would present interesting possibilities for bridging the gap between the junior and senior high schools.

Promoting Democracy in the Junior High School Years

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WHEN The University School at Ohio State University opened in the fall of 1932, it included all grades from the kindergarten through the tenth; the eleventh was added the next year; and the twelfth, the year following. In considering our junior high school program, it is important for the reader to bear in mind that the seventh, eighth, and ninth grades have always been an integral part of a continuous school of thirteen grades, housed in the same building, and sharing many of the same facilities. Because of a small tuition charge, a factor of economic selection has operated to prevent the student body from being a cross section of the community. Every effort has been made, however, to keep it representative, and the group includes boys and girls whose IQ's range from seventy or below up to the genius level. Because the pupils do come from a relatively favored economic group and because the school provides opportunity for personally satisfying experiences, there is little drop out during or at the end of the junior high school period.

UNDERLYING PHILOSOPHY

The staff believes that the purpose of The University School is to promote democratic values. To them democracy means a respect for human personality, experience in living, and working together for the common good, and faith in the method of intelligence in all areas of living. The end that democracy seeks to serve is the improvement of the quality of our associated living in every sphere of life—political, economic, social, racial, or educational. The characteristics of a democratic society represent goals toward which The University School is striving, rather than ends which we have already achieved. We believe that all teachers in all school situations and at all levels must share the responsibility of working for these values.

The school recognizes, however, that pupils are people with needs and characteristics, some of which are peculiar to individuals, some of which are determined by age and maturity level, and some by the pressures of the society of which they are a part. The staff believes that pupils develop to their own fullest possibilities by living and learning in a democratic way with other people; but, in order to plan curriculum experiences which will make this development possible, the needs of pupils must be understood.

* In the process of curriculum making and co-operative planning during the years, the faculty has produced many statements of various kinds for its own use, in attempts to clarify thinking about issues, to discover new facts, to pool information, or to record experiences. These documents have been drawn upon freely in the preparation of this article and the writers have not felt it necessary to use quotation marks or footnotes even for material lifted directly from them. Those materials used most extensively are the *Statement of Purposes*, *The Health Report*, *The Child Development Study*, *Interest Inventory*, *Problem Areas Report*, and the *Curricular Experience Bulletins*.

ADOLESCENT NEEDS

The needs of the junior high school age are much influenced by the onset of adolescence. It is a period of rapid but irregular growth, with girls usually reaching physical maturity a year or two earlier than boys. Emotional problems are quite apt to occur, especially among the large girls and the very small boys. Even among those who do not present physical extremes, there is a widespread concern over normality and a good deal of disturbance and confusion because of their failure to understand themselves, their new drives and values, and the changes in their friends. Another aspect of this period is the pupil's increasingly critical attitude toward home and parents and adult standards generally. As he turns to his age mates for values and standards, guidance in school becomes increasingly important since skillful teachers can influence group behavior patterns and values by helping adolescents think through their problems.

Pupils at all ages need a sense of status, security, and personal adequacy and the opportunity to achieve success in some significant aspect of living. Because of the emotional changes of adolescence, these needs are particularly pressing in the junior high school years.

There is a great deal of curiosity about many things at this level. One universal curiosity concerns natural processes, and living things, including the changes in their own bodies. There is almost no limit to their curiosity about the world around them and they catch interests from one another as readily as they do contagious diseases. Respect for the questions of pupils is a form of respect for personality, and each curiosity satisfied leads to many others, while disregarding their interests may result in their "clamming up" and withdrawing their real concerns from the school situation. The use of pupils' interests as a point of departure, then, serves the double purpose of enlisting their whole-hearted co-operation and utilizing the points at which efficient learning can take place.

Our "Interest Inventory" study revealed large numbers of individual worries and concerns which to adults look trivial, but which tend to block learning if ignored. It is a function of our program to recognize the symptoms of such problems and to deal with them. The beginning of boy-girl interest, which often evidences itself first in teasing and annoying each other, is the source for many of these worries. A rapid increase in desires for things which cost money, without any corresponding increase in allowances or money earning opportunities, is another source. The incidence of stealing problems is high at this age. Home and family situations account for many worries of pupils, and failure to make friends for many others.

THE CURRICULUM FRAMEWORK

The curriculum framework of the seventh and eighth grades is the same. The six areas—English, social science, science, mathematics, arts, and physical

education—are all provided for each year though the first three are in the core. Both grades start the day, which in the junior high school begins at nine o'clock and ends at four, with a two-hour core under the guidance of the grade counselor. Both have an hour of physical education in the middle of every day, and an hour of mathematics in the afternoon. The other two hours, one in the morning and one in the afternoon, are filled with arts electives—related arts (fine and industrial arts), home economics, music, or typing. Two hours each week are set aside for special interest groups and one hour for service organizations.

The ninth-grade schedule begins the day with one hour of core. Separate courses in science and in English and general language appear on the schedule. Mathematics and physical education continue, and the arts electives are reduced to one period each day. Special interest groups and service organizations meet within the school day. The schedule is planned to give a balance between offerings which permit a good deal of physical activity and those of a quieter kind. Planning in each area permits adjustment to the needs and interests of the individual pupil. The curriculum is intended to facilitate learning rather than put experience into a straight-jacket.

CONTINUOUS EMPHASES OF DEMOCRATIC VALUES

The staff at The University School believes that certain democratic values should be emphasized at all levels by all teachers. Each teacher tries to insure that the experiences of students while under his supervision contribute to the development of social sensitivity, co-operativeness, ability, and zeal to utilize method of intelligence in solving^{*} all problems of human concern, creativeness, and self-direction. The faculty recognizes that the methods used in teaching are as important as the actual experiences in securing these values. In fact, the way in which the learning situation is organized and carried out becomes a basic part of the curriculum. Pupil participation in planning units of work, opportunity for students to raise questions about school and community problems which bother them, and group participation in deciding on standards of conduct and how they will be enforced are illustrative of the practices by which teachers strive to realize these democratic values.

In addition, the staff believes that certain desirable and hoped for outcomes often assigned to a specific subject area can most effectively be achieved by students when all teachers are concerned with them. These include developing communication skills and appreciations, developing skills in measurement and the use of quantitative symbols, developing skills in utilizing goods and services, promoting social adjustments, promoting health and safety, developing vocational adjustments and standards, developing adequate recreational outlets, developing standards of personal appearance and grooming, and providing opportunities for working in the school and for the school.

The staff believes that certain types of curriculum experiences may best be treated as problem areas that are appropriate to particular levels of develop-

ment. In order to provide time for developing such experiences with students in the junior high school, each student's schedule is planned so that he participates in a core class.

THE CORE PROGRAM

Essentially, the core program provides a time when the resources of the school may be used to initiate and carry on learning experiences which cut across subject fields but which are based on student needs, interests, and concerns and which contribute to the achievement of the general educational purposes of the school. The core, as it has developed in The University School, provides an opportunity for the discovery of individual and common problems through pupil-teacher planning, enabling all students to contribute to a common goal at the same time that individual interests are finding expression. The steps in the development and completion of a core problem might be briefly listed as:

1. Pupil-teacher selection and planning of the unit as a whole.
2. Planning individual projects in relation to the group project.
3. Series of work periods in which all necessary and available resources are brought to bear on the problem.
4. Contributions of individuals and committees toward group understanding.
5. Summary of conclusions reached.
6. Evaluations of the problem and the work done.

Several different types of administrative organization of the core have been tried in The University School. Although the core does not bear the responsibility of providing specific subject-matter learnings, all areas of the school may be drawn into the core, and subject-matter concepts will be developed—not as ends in themselves, but functionally as they contribute to the solution of a problem. Hence, it becomes necessary to have available teachers who have specialized backgrounds when their contributions are necessary.

The two types of organization which have made this most easy and which have been used most frequently are:

1. *The Three-Teacher Core.*—In this organization three teachers (English, science, and social science) are assigned to the core and are available throughout the core period. While this may be more desirable, it is more expensive in terms of pupil-teacher ratio. One variation of this plan has been to assign these teachers to two core groups with a division of their time.

2. *The Co-ordinating Teacher Core.*—This type of organization assigns one teacher full time to the core class. He assumes responsibility for planning the program with other teachers of the same grade and is free to call on other teachers to assist in the classroom as their resources are needed and as schedules permit.

In both these organizations one teacher is assigned to the group as grade chairman or grade counselor. It is he who has the major load in providing continuity of experiences in the core class and to him falls the responsibility

of acting as chairman of the grade faculty. Major guidance responsibilities are his, also.

The core provides opportunity for a wide variety of experiences. Some groups have recently looked into such problems as "World Battlefronts," "Farming in Ohio," "New Inventions," and "Astronomy." Exploring such problems for their full meaning may involve reading for information, laboratory demonstration and experimentation, reports and panel discussions, trips, movies, and talks by guest speakers who have special contributions to make. The librarian works closely with classroom teachers in making available significant reading materials. The library is used daily by most students.

All students in the junior high school participate in leisure reading and creative writing. In the seventh and eighth grades special attention is given to these activities in core; in the ninth grade, this reading and writing program is carried out in general language. Reading guidance is given through conferences with individuals, through informal book chats in class, and through book lists especially prepared to meet specific needs. Individual reading records are kept. Students write a paper at regular intervals on a subject and in a form that they choose.

Dealing with units of work is only one aspect of the core. Time may be devoted to planning a class party or dance, setting up plans for planting lettuce or harvesting turnips at University Farms, discussing committee reports, and other matters of personal and group living.

The staff of The University School feels that these are the important values which are attained in the core program:

1. It emphasizes the provision of a framework in which individual problems may be more readily discovered than in a particular area.
2. It permits the setting up of common goals which are derived from dynamic behavior to which all may contribute in terms of their capacities.
3. It permits the discovery of problems of individual behavior, of personal-social relationships in a functional situation, which can then be handled through individual guidance.
4. It permits drawing upon a wide range of resources, rather than a relatively limited range of materials.
5. It is essentially a problem-solving situation.

The educative process would be simple if all individuals matured at the same rate, had the same inherent capacities, and existed in environments so similar that all developed the same goals at the same time. These conditions, however, are never met, and the recognition of individual differences necessitates an educational environment where individual problems may be discovered and dealt with. It is important to recognize that the quality of living is enhanced when individuals contribute to common goals in a group situation; when individual problems are related to group problems; and when all individuals contribute to group welfare in terms of their unique abilities. The core program in The University School attempts to provide a means for setting up a curriculum which recognizes these factors.

MATHEMATICS

Though many areas are drawn into the core, in the seventh, eighth, and ninth grades mathematics has been taught in a separate class. It has not seemed feasible to teach mathematics as a part of the core, since the core draws quite heavily on the fields of social studies, science, and English. The time involved in developing mathematics skills and understandings probably would destroy interest in the original core problems.

The war has emphasized the need for the ability to use mathematics in situations outside the classroom. It has stressed the well-known fact that passing grades on standardized tests are no guarantee that the future soldier or sailor will exhibit in military settings whatever ability these tests measure. Having long recognized this failure of learning to "transfer" automatically to new situations, the school's program has been planned to provide for the use of mathematics in a wide variety of experiences and to develop concepts and generalizations of broad application rather than skills and techniques of value in classes only.

In our junior high school classes much attention has been given to developing "number sense" and facility in computation. Measurements of lengths, areas, volumes, and angles with a variety of instruments have given concrete experiences, so necessary in building the geometric concepts that add meaning to various aspects of our culture. Experiences with problems involved in making intelligent purchases, in understanding business procedures, and in interpreting scientific data have been common. In the ninth grade, the practical values of the formula, the use of the equation as an effective technique for clarifying the relation between the essential elements of a problem expressed in complicated verbiage, the power of the graph to extract a concise message from a mass of numerical data, and the enlarging of the concept of number to include signed and irrational numbers provide the framework of the program.

ARTS

The arts program at The University School includes related arts (fine and industrial arts), music, home arts, and typing. While these arts differ in emphasis and content, there is enough similarity in purpose and uniqueness of contribution inherent in each to make this relationship factual and beneficial.

Our approach in all arts problems is essentially a creative one. We try to keep in mind that an art has many sides and can be attacked in a variety of ways. It is not a mysterious activity to be participated in by only a few. The arts experiences in the seventh, eighth, and ninth grades are generally highly exploratory in nature. Students are encouraged to participate in many kinds of arts activities. One finds boys enrolled in classes in home arts while girls use power tools in the shop. In home arts there are units in home decorating

and personal grooming as well as foods and clothing. In music the aim is to help students enjoy music activities which they will later carry on in their homes and in small informal groups. Often core units are made more meaningful through a study of the songs and dances of the country involved.

With industrial and fine arts housed in adjoining rooms, there is full opportunity for sharing materials and facilities. In fact, no division now exists. Teachers guide and instruct without reference to the artificial barrier which formerly existed. During some hours of the day there are as many as ninety students working at the same time in these shops, each working on his own project at his own speed. Practically all available *media* are used—wood, clay, metal, leather, textiles, oil, charcoal, pastels. One member of the group may be hammering a copper bracelet, another shaping a bowl at the potter's wheel, another making posters for a school dance, another lacing a leather purse or weaving a rug, another doing in splashy oils a portrait of some classmate, another making a bookcase for his mother or sharpening a knife for his dad, and still another watching the kiln to see that the glaze on his figurine turns out just right.

PHYSICAL EDUCATION

Physical education at The University School recognizes four principles:

1. Every student has interests and abilities which differ. For example, because of organic differences one boy likes tennis and plays it well while another is interested only in a contact sport such as football. With all means available, we try to determine the needs of each individual.
2. We take particular care to discover those students whose needs do not seem to be met. Since play situations make possible the direct observation of a large variety of behavior characteristics, those students whose needs have not been revealed through physical examinations and personal and social adjustment tests become readily discernible for understanding and treatment.
3. We attempt to maintain a rich and varied program of activities to challenge and satisfy the needs of all pupils.
4. Physical education is a daily experience.

Students are assisted in choosing seasonal activities which will best meet interests and needs. Each quarter, students elect two or three different activities, engaging in each activity two or more times each week. In the spring, boys may have a choice of tennis, baseball, archery, track, mass games, and swimming, while girls may participate in such sports as tennis, track, baseball, riding, badminton, mass games, swimming, and archery. Many of these activities provide intramural competition between teams which cut across grade lines.

The activities in physical education are selected in the light of the purposes of the school. Evaluation involves deciding on the value of an activity in relation to these common school purposes. This involves the use of two health

examinations each year, posture pictures, athletic fitness tests and objective achievement tests, behavior rating scales and anecdotal progress reports, personal distance scales indicating the social attitude of each pupil toward his classmates, personality analysis records contributed by classmates, students' evaluation of seasonal experiences, thorough participation records and results, records of leadership and organizing ability, and attendance and morbidity records.

SPECIAL INTEREST GROUPS AND SERVICE ORGANIZATIONS

The special interest groups which cut across grade lines include such activities as dramatics, band, and publications. In the junior high school dramatics group, plays are chosen, cast, directed, and staged co-operatively by staff members and students with leadership taken by students. The publications group's energies are devoted largely to getting out *Little Bucks*, the school paper, and *Buckeye Leaves*, an outlet for creative writing.

There are several service organizations which meet once each week within the school day. It is hoped that they provide a genuinely democratic situation with actual opportunity for co-operative thinking, planning, and living.

The school council, made up of two or three representatives from each of the upper school grades and two representatives from the staff, sets up a number of committees at the beginning of the year and works with these committees in taking care of the various responsibilities delegated to it by the student body.

One of these is the Building and Grounds Committee. This group works closely with the science department at times. It has been active in helping to seed and fertilize grass on the school lawn and in removing dead trees and replacing them with young trees. Again, the committee initiated and steered a plan which resulted in re-flooring one of the play-rooms. Another committee is the Assembly Committee which plans and schedules all assemblies.

As a recent project, the Recreation-Room Committee made a survey by classes to find what equipment was needed for the recreation room. As a result, ping pong equipment, cards, dart games, and checkers were bought, and a fund for buying records for the juke box provided by the council. A system of supervision was worked out by the committee for managing the room and the equipment.

The Athletic Committee sponsors athletic events, handles all money taken in at games, pays referees, and is responsible for the athletic program in the school. The War Activities Committee co-ordinates the war effort projects of the student body.

LUNCH HOUR

Students at the University School are served lunch at the school. The hour set aside for lunch is regarded as a very real part of the school day. The values which receive major emphasis in the lunch room are:

1. Providing a nutritious lunch at a reasonable cost.
2. Encouraging desirable health habits by allowing ample time for personal cleanliness before lunch and by discouraging unnecessary handling of food, dishes, and silver.
3. Encouraging desirable social practices by developing an attitude of consideration for others, practicing acceptable table manners, and formulating interesting lunch-time conversation.
4. Providing opportunities for work experience in the lunch room.

The potential value of the lunch-room situation as a part of the total educational experience of the school was early recognized, but setting up machinery for student participation proved somewhat baffling. Finally, a Lunch-room Committee, composed of two elected representatives from each of the upper six grades and the dietitian and the home arts teacher, was set up to discuss problems vital to the lunch room. Many suggestions, which have helped in carrying out the lunch-room program and in creating good social situations, have come from this committee.

GUIDANCE

Guidance is so integrally a part of the curriculum that it is difficult to discuss it as something separate and apart. It is hoped that every member of the staff considers himself a part of the guidance program in our school. Realizing, however, that what is everybody's business may become nobody's business, there is a counselor designated for each grade group. Usually the grade counselor is core teacher. These two responsibilities offer a variety of associations with a given group and provide unique opportunity for relating guidance with the happenings in the core where many problems of personal and group concern arise. One of the specific functions of the grade counselor is to call grade staff meetings when there seems to be a need to discuss problems of individuals within the group or to discuss matters of group concern. The grade counselor keeps in close touch with parents by means of parents' meeting, through individual conferences, or by letter. Counselors help students work out daily schedules that best meet their needs. Such matters as acceleration and retardation are determined in the light of staff, students, and parent decision with the grade counselor taking leadership. Of course, the primary guidance function of the counselor is to assist students to solve their personal problems.

Report cards are not given to students attending The University School, but progress reports are sent home once each quarter (and more often when there is a need.) Statements concerning the work in various areas are written by the teachers in charge, but it is the responsibility of the counselor to co-ordinate those statements into the final letter which is sent to parents. In these statements, emphasis is placed on a student's growth as an individual and as a member of this group in relation to the school's stated purpose rather than stressing academic achievement.

Practically every aspect of school life has implications for guidance. Developing a core problem, planning a party, harvesting potatoes at University Farms, playing baseball, having lunch—in these and many other situations opportunities for guidance develop. The staff tries to be alert to such situations and use them constructively.

While no course in sex education is offered to meet the concerns of junior high school boys and girls, opportunities for satisfying these questions develop in physical education, in home arts, in science, and elsewhere. These problems are dealt with in whatever way seems best suited to the particular needs. Discussion about the core often deals with matters related to boy-girl relations and adolescent development. Counseling and guidance opportunities in these situations are frequent and numerous. Students' attempts at creative writing are recognized as rich sources for counseling and guidance leads with respect to boy-girl problems—in fact, for all personal problems. Reading records are helpful, too.

When "behavior" problems develop (and they do), decisions are reached co-operatively. Staff, parents, and the student or students involved think the problem through together. Frequently the students have better suggestions for handling the situation than adults have. Instead of many fixed rules governing every problem, it is expected that students will consider each situation and adjust themselves to it. For example, conversation which is acceptable around the sewing tables in home economics or shops is unacceptable around library tables. Order is a function of the total situation.

The acceptance of this attitude has many implications which are not immediately obvious, but have gradually been recognized. One is that violations become the point at which one guides the learner, not the point for punishment. It takes courage to permit a student to make mistakes which might have been prevented by the teacher. We believe, however, that if the penalty of the mistake is inherent in the situation, he should be allowed to make mistakes when he cannot see the value of the advice which would have helped him to avoid them. Of course, if the penalty is too serious or falls on others, the student should not be allowed to make the mistake if it is possible to prevent it. After a violation has occurred, it is the responsibility of the teacher to help the pupil think through the whole situation, and to make sure that he capitalizes on the mistakes. In most cases regular teachers carry out the guidance function.

The services of a part-time school psychologist are available in cases where he is needed. Though more often the staff members who work directly with the student, or students, involved handle the matter themselves, cases requiring a special testing program and extreme cases of maladjustment are those most often referred to the school psychologist for study and recommendations as to the best procedure.

Whatever the actual outcomes of counseling and guidance in The Uni-

versity School, our aims are to create a healthy, easy atmosphere in which students and staff work co-operatively, to help create a feeling of personal worth and security, to recognize and meet the varying needs of individuals, to develop a group consciousness and recognition of one's responsibilities to the group, and to help students grow in self-direction.

CURRICULUM DEVELOPMENT PROGRAM

Any program of curriculum development which recognizes the needs of young people in a democratic society must of necessity be in a constant state of change. Curriculum making in actual operation at The University School depends upon what we understand to be the purposes of the school, the nature of learning and the limitations under which we work.

It is our conviction that curriculum planning must be carried forward on a group basis. Consequently, curriculum building is one of the co-operative functions of the teaching staff and administrators at The University School. It is not an administrator-dominated situation or a teacher-dominated one, but rather a co-operative undertaking participated in by those concerned. Students have opportunity in core and other subjects to participate in planning. The help of parents is sometimes solicited.

All aspects of the school program come under the eye of the staff as a whole, and further planning is developed in the light of free and full discussion. A carefully planned series of staff meeting is held each spring for the purpose of presenting curriculum problems and exchanging suggestions for meeting them. If a change is proposed, the relation of the proposal to the total school program becomes the concern of the entire faculty. This serves as one means of developing an over-all program which preserves unity and balance.

In order to facilitate the work of the staff as a whole, the Curriculum Committee, composed of staff members from all areas, carries on a continuous study of problems and forces relating to the life of the school. This committee has the responsibility of carrying on significant studies that may affect the program, and of making recommendations in the light of their findings. The Evaluation Committee, another group which represents both teaching and administrative staff, directs a continuous study of the entire program of the school to determine its effectiveness. Students and staff are encouraged to make frequent evaluations of their work as individuals and as members of groups and to make revisions in terms of the needs which are pointed up.

The University School staff recognizes that the responsibilities of curriculum making are its own. It believes, however, that the help of experts should be secured whenever possible. Dr. Harold Alberty and Dr. Louis Rath of the Ohio State College of Education are utilized as consultants for the Curriculum and Evaluation Committee, respectively.

Education for All Junior High School Youth

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THE recent publication by the Educational Policies Commission of the volume *Education for All American Youth* and the companion publication *Planning for American Youth* issued by the National Association of Secondary-School Principals bring into sharp focus the question of the adequacy of the secondary school to meet current and developing problems. The first volume referred to includes consideration of grades ten through fourteen. Its content is such that the reader is compelled to speculate as to the nature of elementary and junior high school programs which should precede such programs as those outlined for "Farmville" and "American City." It is the purpose in this article to explore some of the implications for the junior high school curriculum of *Planning for American Youth*.

What kind of service does our typical American junior high school provide for the children of all the people? In grades seven and eight, at least, the compulsory school laws in most states insure a holding power which the senior high school notoriously lacks. Does the junior high school deserve this legal protection?

Many of them do. There are hundreds of rich programs being carried on in our junior high schools, as most of us are aware. Yet there is a growing suspicion among us that the average junior high school has somehow missed the boat. It was dedicated to high purposes, which are not being generally realized.

Examination of present practices in typical junior high schools leads to such generalizations as the following:

1. Subject matter departmentalization is a basis for curriculum organization to a considerably greater degree in junior high schools than in elementary schools. This is particularly true of the ninth grade.
2. The primary orientation in the junior high-school program is toward preparation for high school rather than toward extension upward of elementary school experiences.
3. There is little evidence of the development of learning activities of special significance to students in the age range included in the junior high school years.
4. There is a general emphasis upon mastery of specialized subject areas, rather than upon exploratory activities which are geared to the needs and interests of youth.

The basic purposes of the junior high school are not primarily to prepare students for the senior high school, but rather to provide rich experiences for youth in grades seven to nine. Many elementary schools are carrying on procedures which involve much consideration of individual growth, provision

for group experience, and continuity of personnel and learning experiences. Such procedures make possible a maximum relation of the guidance function to instruction and the use of a wide range of learning activities. These are favorable elements which presumably may be extended into the junior high school. On the other hand, there are favorable elements resulting from developments in the senior high school. The increased provision for work experience as a part of the school program and the trend toward inter-departmental organization are examples of such developments. Within both the elementary school and the senior high school may be found factors integral with basic purposes of the junior high school and conducive to their better realization.

A BRIEF STATEMENT OF ASSUMPTIONS

A brief statement of some of the assumptions which appear to underlie the descriptions in *Education for All American Youth* may be helpful as a basis for specific consideration of the junior high school curriculum. Some of these assumptions may be stated thus:

1. That learning is most effective which develops in the process of doing.
2. Good citizenship is developed by performing the functions of citizenship in classrooms, schools, and communities.
3. The function of citizenship involves active participation in the definition of policy and evaluation of process and outcomes.
4. Opportunity for individualization as well as group experience is necessary to provide well-rounded learning experience.
5. The community is a major source for students and teachers in carrying on socially constructive learning activities through contribution to its betterment.
6. The resources of the community constitute a laboratory for use by the school.
7. The curriculum and the organization necessary for its most effective function should be flexible, especially with regard to the scope and sequence of learning experiences, and the schedule.

Such assumptions as these might as appropriately have been proposed as a basis for the junior high school curriculum. It is more important to avoid specialization in the earlier years of the secondary school than in the eleventh to fourteenth grades. The kinds of programs outlined for "Farmville" and "American City" imply a continuing program similar in underlying values in the elementary and junior high school years. The development of skills should accompany rather than precede the enriched learning experiences in such a curriculum.

In harmony with the concept of the "common learnings" as described in *Education for All American Youth* the junior high school curriculum should deal with the problems and interests of junior high school age youth. It should be so oriented that these interests are given opportunity for expression in a community setting. The relevant experience of the past, the needs of the future, and the necessary skills should be closely geared to these interests and

should be brought to bear on problems which are of concern to youth. The flexibility of the program should permit interaction and challenge in such a way that interests are widened, perspectives deepened, and the effective use of requisite skills increasingly established.

SCHEDULING

A tentative proposal for the general curriculum would be that a group be scheduled together for the entire day in the seventh grade, for all but one period in the eighth grade, and for all but two periods in the ninth grade. The curriculum in such class groups would include all worth-while experiences which help to meet the common or general needs of youth of junior high school age. It follows from this that student life in the classroom, in the school as a whole, and in the community include the range of the experiences. The content of work undertaken would be defined through a continuous process of pupil-teacher planning accompanied by teacher-teacher planning. Some of the areas of experience which presumably would come under consideration might be community social life and government; community economic life; family life; health; school life and government; national and world developments; natural phenomena and conservation; group and individual hobbies and recreation.

The continuity in the development of significant learning experiences might be established by scheduling one teacher to a given class for the major part of the time for the three years. If this is done, and arrangements are made for grade faculty planning in order that teachers retain a sense of common direction, the educational experiences of youth may be expected to become well balanced over the three years. A second reason for scheduling one teacher for a major part of the time with accompanying responsibility for teacher-teacher planning is that the procedures used may become increasingly flexible. Extensive use of community resources, provision for observation, construction, manipulation, and dramatization—all are essential in a rich curriculum. Throughout the program effort should be made to gear school activities to significant social-civic service and to meaningful work experience. Enrichment depends in no small degree upon flexibility of the program.

A further advantage of the practice of scheduling a group continuously with the same teacher is that it provides the key by which we may open the door of opportunity for classroom guidance. It is not our purpose to discuss guidance programs here; a section of this issue deals specifically with guidance in the junior high school. It should be noted, however, that little progress is possible toward such an effective union of guidance and instruction as that described in the "Farmville" and "American City" programs as long as we continue to employ a departmentalized approach in the junior high school. It is just not feasible to become personally acquainted with the needs and interests of 150 to 200 different pupils. The teacher who has a single junior high school

group for all or most of the school day can, with a flexible program and the planning help of fellow teachers who have similar teaching assignments, become the most effective arm in the guidance program. Such a teacher can bring about a real union between guidance and curriculum.

STUDENT ACTIVITIES

What provision would the general education program make for student activities? In a program such as envisioned here, student interests and needs would become the heart of the curriculum. The program would involve a variety of activities *as a part of the school day*, but fully as rich and varied as any school club program. A period might be set aside for avocational or hobby interests which cut across grade lines and involved the pupils from various groups; yet these interests would stem directly from the areas studied and enrich them in return. On occasion, the whole program might be shaped toward such enrichment. As one example, music festivals or pageants might employ the joint activities for a period of time of several teachers and of all pupils in the school. As in *Education for All American Youth*, such program building would result from continuous planning and evaluation by a grade-level faculty group, which would be scheduled to meet regularly on "school time."

INDIVIDUAL NEEDS

What about the special needs of individual pupils? Would the slow or the gifted pupil be overlooked in such a program? This question assumes some importance when we consider the uniform *class-group* assignment and recitation technique still generally employed by junior high school teachers. We probably do violence every day to the needs of individual youth in our typical junior high school. With the increasing acquaintance with pupil needs and abilities which a teacher gains by being with a group for longer blocks of time, the individual needs become sharpened and more clearly recognized. Added to this advantage we have the provision for flexibility already referred to, the use of multiple learning resources and a wide variety of materials geared to various levels of ability.

A technique which some junior high schools are employing with success is the workshop or clinic for meeting individual needs. Such workshops are usually set up for varying periods of time, according to needs. The groups are small, and the whole junior high school faculty participates according to special abilities. Some workshops are frankly remedial, intended to assist pupils who need special help in reading or arithmetic. Some provide for avocational or cultural interests, enriching the general program of the school by exploratory experiences in foreign languages, stamp collecting, weaving, or any of a host of similar areas. The workshops are united with the general education groups in many ways. Perhaps the foremost of these is the close planning between teachers who have core groups and those to whom the pupils go for short-term work on hobby-interests or remedial areas. Finally, we may

note that the tentative program proposed here would provide one elective period in grade eight and two in grade nine, where specialized cultural, avocational, or pre-vocational interests may be met. The teachers of these elective subjects would meet regularly with the general education or core teachers of that grade level for the purpose of planning a co-ordinated program. This planning group would often find it desirable to reshape the program in terms of the needs of the various groups. The Carnegie unit would lose its sacrosanct character. The schedule for each grade level would be continuously flexible and subject to change when such change seemed appropriate.

THE POLITICAL UNIT

The political unit of the junior high school would be the core or combined-period group referred to earlier. This group, preserving its identity for counseling and instruction for four to six periods daily and for all three years, would become a real town meeting of the school. Here all school problems would always be appropriate areas for study, discussion, and legislation. Here the representative to the school council and the other appropriate room officers would be elected after vigorous campaigns and earnest study of qualifications. Here school policy would be continuously framed. Here an open channel would exist through which the lowliest citizen of the seventh grade might propose an idea which would affect hundreds of other citizens. In short, the civic activity of these general education groups would be so real and so earnest and so general that every boy and girl might well go home every day believing sincerely that *his* school ran better that day because he was there. This, too, is curriculum!

Citizenship education of this kind would lead us promptly out of the schoolhouse and into the community. And why not? The authors of *Education for All American Youth* describe a wide array of services which the youth of "Farmville" and "American City" perform for their communities. Is it reasonable to suppose that the boys and girls learned suddenly to become citizens of their community at grade ten? The junior high school citizen is also a member of a larger community. Indeed, he is more easily appealed to than his older brother or sister to assume civic responsibilities. He is idealistic and enthusiastic and unselfish of effort. The junior high school should capitalize upon these traits and build into the program of general education a direct attention to community problems and challenges. The class groups will do more than study about "the community beautiful." They will set out to use such means as are within their power to make it beautiful—and their power is amazing. They will not be content to study about the city commission; they will visit and interview its members and analyze its work and give their assistance for community betterment.

In return, the community will become a resource for the enrichment of the learning process. Adult community leaders will find their way into the class-

room. A parent-teacher-student council will plan ways to enrich the school program at each grade level. Parents will presently find it natural to come to the school to visit, to plan, to help with social affairs, to be resource persons in the classroom—even to help teach for awhile when their contribution is needed. In short, the junior high school will become an effective implement for serving the community and for utilizing its resources in the classroom.

Much more could be added about the functions of a curriculum appropriate for all junior high school youth. We have not described the health program, or the work-experience program, or the unit on orientation to high-school life. We have been silent about the building, the school farm, the school camp, and the school forest. All of these things are included in curriculum, for the curriculum includes every worth-while area of living which helps to meet the needs of junior high-school boys and girls. The limits of this article permit only this final word.

A FINAL WORD

All of these elements, and many more like them, are present today in some junior high schools, somewhere in our land. Very few schools have moved ahead on a total front. Perhaps the average school has not moved ahead at all. Yet we have made many promising beginnings at education for all our youth. The problem is one of learning from each other, and of planning in such a way as to make such learning possible. The teachers in "Farmville" and "American City" were organized in faculty curriculum committees, working on school time at the important task of planning the evolving curriculum. They received every encouragement, every possible aid to such planning. They worked in teams which cut across departmental lines. They kept each other constantly informed of developments by involving nearly all teachers in the planning. Is it not clear that our junior high schools will become geared to the needs of boys and girls as rapidly as we are able to release and utilize the planning power which is potential in our teachers?

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SECTION II

The Educational Program

Adaptation of program to adolescent interests and abilities; the instruction program; curriculum areas; the student-activity program; teacher-student-parent relationships.

*Adaptation of the Junior High School Program to the
Interests and Abilities of the Students*

Creative Administration

The Pupil Activity Program

Democracy Must Be Taught

Nine Schools Make One

Adaptation of the Junior High School Program to the Interests and Abilities of the Students

H. H. RYAN

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Trenton, New Jersey*

IT is with great reluctance that the American people give up the fond hope of uniform educational achievement. To many people the concept of democracy involves the assumption that one human being is, potentially at least, as good as another in every important respect. Physical differences are conceded; but in some quarters there is a tendency to dismiss physique as one of the non-essentials. Once the mere outward shell is consigned to the category of incidentals, it is easy to assume that what is inside has the same possibilities in all cases. The parent who has made the mistake of deciding upon his son's career before the youngster's birth may deserve some sympathy in his refusal to credit alarming evidence which appears during the school days. But we who teach cannot on such grounds be condoned for ignoring the facts about variation in endowment.

Individual Differences

One of the cheerful signs of the educational times is the enthusiasm with which many resourceful teachers have come to regard the fact of individual differences. Our earlier reaction to these differences, both individually as beginning teachers and collectively as a profession, was one of annoyance. Many of our pupils failed to learn as their fellows did, or as we did when we were in school. When we began to suspect that such individuals were unalterably that way, we saw our careful plans disrupted and our professional future darkened. But the more adventurous and ingenious of our associates do not look at it so.

Individual differences do, in fact, have immeasurable social value. They make possible the tremendous variety of expert services which are ours at the hands of our fellow men. The more complex our human activities become, the greater our reliance upon and demand for individual differences in people. Let us, therefore, cease to look upon these variations as a pedagogical nuisance; let us hail them as possibilities for social good; and let us explore those possibilities.

The junior high school is a place of accelerated differentiation. It is that way partly because of what is going on at this time in the bodies and souls of the youngsters and partly because of what we do for them; and that, as has been said, is as it should be. Most boys and girls are pre-adolescent when they enter, and most are adolescent when they leave. That, for most of them, is the time when they develop very rapidly the picture of themselves as im-

portant factors in society, in occupational life, and in the home. A perspective develops which tends to send each of them off in his own direction. It is a place of great teaching opportunity.

THE EXPLORATORY FUNCTION OF THE JUNIOR HIGH SCHOOL

Guidance is essentially an enterprise in helping the student make wise choices, and in teaching him to make wise choices without help. One kind of guidance takes the student's measurements and finds something to fit the measurements; another kind arranges to have the student try on a number of things to see how they fit. It is probable that a combination of these two is better than either alone. From the first the junior high school has specialized in the "try-on" or "try-out" plan. The traditional emphases in successive grades are: seventh grade, orientation; eighth grade, exploration; ninth grade, tentative choice. This arrangement has stood the test of time and is still in favor.

Differences in Intelligence, Aptitude, and Interest

In the main, there are three kinds of differences to which the school program must be adjusted; differences in "intelligence"; differences in special aptitudes; and differences in interest. That these are interrelated there can be no doubt; but the educator can distinguish them and can consider them in his planning. "Intelligence" seems to depend upon the fabric of the central nervous system; the question whether it be inherited or acquired, fixed or modifiable, matters but little at the junior high-school level. It is a condition and it will change very little while he is there. Aptitudes are more or less specialized capacities involving not only intelligence but temperament, physical characteristics, and many other factors. Interest, spontaneous or more slowly developed, is a matter of emotional satisfaction. Now that the fear of starvation is no longer an important energizer it is probable that ambition and interest together account for almost all of human effort.

The junior high school acknowledges peculiar responsibilities in the direction of exploratory opportunities for its students. It hopes to induce in the student some positive convictions about future study. It does not try to hasten vocational choice, but it does attempt to start a background of information to give the individual confidence in the final choice.

ADAPTATION TO INTEREST AND SPECIAL APTITUDE

Individualized Selection of Course Material

The junior high school does its best to put before its pupils an array of activities as broad as human life itself. Thus the youngster is privileged to sample widely, and so to improve his perspective; and by finding experiences in consonance with his interests and aptitudes he may reach a higher development than he could upon a narrower diet. A list of electives is an essential, particularly in the ninth grade. There are those who insist that the striping

knows not how to choose, and so should be told what to study; they would rather have him lose by adult errors of judgment than by his own. But the case for wide opportunity of election is strong, and prevails in most schools.

Within the bounds of any course, particularly of a "constant" or required course, the clever teacher must have the right to use his discretion in varying the content and the treatment. Teachers are becoming increasingly able to do this and so to refine the adaptation. In literature, for example, there are differences in reading ability, in taste, in interests, and in past literary experience, which call for some freedom of choice in the current reading. Special interests in the field of science are quite common. Since no one can hope to learn it all, and since we can't agree on "essentials," the chances are that a lad in following a strong interest in his wanderings through a subject matter field may learn more than he would by detailed prescription.

Extracurriculum Experiences

Workers in the junior high school field have come to regard the extracurriculum activities as extraordinarily appropriate to this level. The assemblies afford opportunities for development of a variety of talents, as well as for putting into dramatic form some of the truths of the curriculum. Historical situations which in the history texts seem stale and musty can be made to live again on the school stage. Performances for the general public can do the same sort of thing, with an even greater electric potential. Social affairs bring out kinds of competence which go undiscovered in the classroom. Clubs provide opportunities for learning teamwork and for exploring and indulging in vocational enthusiasms. Pupil participation in the administration of the school and in community affairs provides excellent laboratory experiences in citizenship. In general, the extracurriculum activities are a much nearer approximation of the life of the citizen than are the classroom offerings.

ABILITY ADAPTATION

The thing that we find out about a lad when we give him an intelligence test is how he compares with other youngsters in his ability to make use of abstractions in his learning and thinking. The early tests included items intended to rate tenacity of memory, ability to follow directions, and many other elementary or derivative abilities; but since then the most serviceable are those which have gravitated toward measurement of facility in logical abstraction. It is true that there are under way some well-ordered experiments in the analysis of mental ability, and when complete and refined these will be helpful. But this power of abstraction seems to be a peculiarly human endowment; it is a fair conjecture that it explains man's dominance of life on earth and his ability to understand the world well enough to change it to suit his needs or his whims. Manipulative acts can be done by machinery; a poor memory can be offset by good records; but only human understanding can bring about what we have come to call progress.

Progress Prediction

The ability to prosper in the kind of learning enterprises which we style "academic" is, therefore, measured with a serviceable degree of reliability by intelligence tests. Thus when we have learned a pupil's intelligence quotient we know within limits how well he can succeed in the traditional high-school courses. If his IQ is low, we know he will have difficulty in understanding what is meant by acceleration, amperage, rationalization, subtlety, local autonomy, democracy, and similar concepts. If he is asked to define "subtlety" he is likely to relate incidents or describe scenes which he associates with his experiences with the word. It is evident, therefore, that, while the measurement of intelligence is fundamentally quantitative, differences in intelligence quotient have a qualitative significance; people at the top of the scale do their learning by methods palpably different from those employed by people at the lower levels.

Ability Grouping

Ability grouping is the most successful device for setting the stage so that one type of learner will not interfere with another type's efforts to learn. This is a complex administrative device, and it is not fitted with automatic controls; it must be skilfully handled in order to avoid undesirable by-products. The most successful grouping plans are those which consider, as a basis for the grouping, not only mentality but other kinds of maturity as well.

As yet we know little about educating the "slow learner." There is a great temptation to give him smaller doses and let it go at that. But we find that some youngsters of that type are more apt than the brighter in learning some things, particularly in manipulative activities. They are often surprisingly good at "arithmetical fundamentals" and at learning the vocabulary of a foreign language. These relatively simple mental processes baffle them much less than do the complexities of inductive logic. If they are to note consistencies and so formulate principles, they must have a wealth of the tributary experiences. They are much more given to analogy than to principle, at best. They need, for their learning process, action, movement, manipulative experiences, multi-sensory aids, and much repetition. They can learn to compute if their faith in the various methods of computation is frequently bolstered by measurement of real things or counting of real objects. Here and there a teacher gains an insight into the mental characteristics of these pupils and gets a thrill from his successes in teaching them.

There is a high correlation between intelligence quotient and measures of reading ability. This is logical, since reading matter is a complex and advanced human mechanism; it is three stages removed from actual experience—three stages of symbolism. From the actual experience to the idea, or thought, or whatever the psychologist wishes to call the mental counterpart of experience, is one stage; from the idea to the associated sound—the

spoken word—is another; and from the sound to the visual symbol—the printed word—is the third. The pupil of low IQ does not learn readily through the medium of print, nor through language in any form, for that matter. The nearer he is kept to the actual experience in his schooling, the better he can learn. It is likely that workshops of various kinds will increase in number and size in our schools, as we find out about these things and make up our minds to put them into pedagogical practice.

Suggestions for Remedial Activity

It goes without saying that these pupils, as well as all others, should read as well as they can. This means classes in remedial reading, in which there can be painstaking attention to individual shortcomings. It calls for the production of a new body of reading material—with fifth-grade language and ninth-grade content. It requires also some new means of getting pupils to read outside of school hours. Unfortunately for the development of reading skill, a boy can be entertained, informed, and influenced from one end of the week to the other without reading a word; the movies, the radio, and the pictorial magazines have wrought havoc with many of the nineteenth-century incentives to read. It is easy to understand how a lad who reads poorly will aggravate his own reading retardation by avoiding reading practice which might improve his skill. Something to make him wish to read is needed.

Low-level reading ability is sometimes found to characterize a whole community or district. Often the level of reading ability is below that which is to be expected on the basis of the mental ability. In such situations it will likely be discovered that the families do not read; that there is little or no reading matter in the homes; that, in short, there are lacking the normal features of the home which exert a pressure toward the practice of reading. Here is a deficiency for which the school must compensate.

Directed Methods for Reasoning Techniques

Among children there is another kind of difference, one which, although we talk little about, is real, influential, and pervasive. That is the difference in power of cold reasoning. The inclusion of the word "cold" is deliberate, to characterize the kind of reasoning which proceeds steadily to its conclusion regardless of emotional bias. In a presidential year, especially, we are impressed with the fact that mastery of logic guarantees nothing to the individual in his search for the truth; he always has his own preferences with which to contend. Some people grow up so self-indulgent that they cannot tolerate an unwelcome thought. Some develop the conviction that the end justifies the means, even when the means involves hiding or distorting the truth. Some children never hear at home any kind of reasoning except that which begins with the desired conclusion and carries on a frantic, smug, or bellicose hunt for arguments to support this conclusion.

There is a want of tried and true remedies for this fault. In some way the deficient person must be convinced that the plain, cold truth is the thing which solves problems, promotes happiness, and separates the good from the bad. This calls for evidence from history, especially recent and near-by history. As time goes on, youth gives less and less heed to platitudes. "Confucius say" is a source of merriment, not a source of wisdom, from today's point of view. Youth does not credit these moralizings because in his elders he does not see the effects which acceptance of moralizings is said to produce. He suspects that all we accomplished in that direction was "word-learning"—that there we acquired something to be quoted on occasion and ignored the rest of the time.

At the risk of oversimplifying the thing let us say that the stumblers need patient help and skillful teaching; and that the ready learners need a wealth of varied opportunities for learning—opportunities which will permit them to learn all they can without bumping their heads on the ceiling.

The foregoing statements point to the need for a broad scope of opportunity for the junior high-school pupil in his academic and extracurriculum pursuits. This is necessary in order to meet the range of interests and abilities which are apparent at this stage of the educative experience. Adequate programs of continuous curriculum development are "musts" for the good junior high school.

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Creative Administration

H. E. HERRIOTT

Principal, Central Junior High School, Los Angeles, California

THE ultimate, immediate, and sole function of the administration of a school is to facilitate the teaching-learning process. Creative administration, therefore, is that administration which makes possible and encourages creative teaching and learning.

A junior high school of average size (1500 pupils) in Los Angeles is staffed with fifty teachers (one for every 30 pupils), a principal, two vice-principals (one for boys, one for girls), a counselor, a registrar, a librarian, a playground director, and part-time supervisors of attendance—a total certificated staff of 56 full-time persons plus certain persons assigned part time to the school.

The clerical staff consists of a secretary and three clerks. There is a head custodian with a staff of nine or ten; a cafeteria manager and a staff of nine or ten workers, and a student-body business manager who has charge of all student-body financial affairs.

THE CURRICULUM

Each school provides a curriculum patterned after the basic plan for the city, stated in terms of subjects and outlined in some detail in courses of study. The basic plan assumes a six-period day and sets up the following requirements:

B7—Social living (a double-period subject combining social studies and English), physical education, mathematics, music, and shop (for boys) or homemaking (for girls).

A7—The same as for B7 except that art may replace music.

B8—The same as for A7 except that science replaces mathematics.

A8—Social living, physical education, mathematics, and two electives.

B9—The same as for A8 except that science replaces mathematics.

A9—The same as for A8.

The elective subjects offered during the last three semesters vary considerably from school to school. In general, they include additional English, mathematics, science, art, music, and homemaking, and other subjects such as journalism, agriculture, and crafts.

THE SCHOOL PLANT

The school plant usually consists of one building with offices and classrooms, one or two other classroom buildings, a cafeteria building with home-making laboratories (usually clothing and foods), one or two shop buildings, a gymnasium with one end for girls and the other for boys and a game floor

for both, an auditorium seating a few less than one thousand, a school garden with lath house, and a campus and playfield of eight or ten acres for the varied needs of the school.

DUTIES OF THE PRINCIPAL

Beginning with the basic staff allowance, curriculum requirements, and standard physical facilities, each school proceeds to work out its own administrative setup. Consideration is given to the strengths, weaknesses, and interests of the staff, to the character of the local community and school population, and to the fullness of limitations of available facilities.

Naturally, the principal is responsible for the administration and functioning of the school, but all schools operate in a more-or-less democratic manner. In general, the principal is directly responsible for the general organization of the school and staff, for the general condition of the school (including both morale and physical features), for all reports made to the superintendent and his staff, for the curriculum and instruction in one or more departments, and for public relations.

DUTIES OF OTHER PERSONNEL

The vice-principals are first of all charged respectively with responsibility for the welfare and discipline of the boys and of the girls. After that, each vice-principal usually has supervisory charge of one or more departments of the school. Frequently one vice-principal is given oversight of the school plant and supervision of the custodians. Sometimes one of the vice-principals is placed in charge of the school cafeteria and the student-body manager. Likewise, the library and textbook room are frequently under the direction of a vice-principal. The after-school playground may also be one of the administrative responsibilities of a vice-principal.

The school counselor is responsible for all educational and vocational counseling and guidance. This is not to say that many phases of this work are not carried on by the teachers. They are.

The registrar or attendance teacher is in charge of all attendance records and usually conducts a positive program in the interests of regular and full school attendance. The attendance supervisors work directly with the registrar of the school.

VARIATIONS

This semi-traditional pattern of administrative organization has grown up during the more than thirty years since junior high schools were first organized in Los Angeles (Central Junior High School, the first one, was founded in 1911). This administrative pattern has been sketched in some detail in order that variations from it may be the more readily understood by the reader.

In recent years, a number of variations in administrative plan have appeared which challenge the grown-up-like-Topsy nature of the traditional pattern. Outwardly, these changes are to be seen in the organization of a school day of more than six periods, the assignment of several part-time grade counselors in place of one full-time all-over counselor and one full-time registrar, the appointment of health counselors, and the organization of special departments which cut sharply across both grade and departmental lines within the school.

Examination of these variants indicates that a new alignment of administrative responsibilities is emerging. The traditional pattern grew out of two basic factors. First, the principal carried on the managing and disciplining functions of a principal teacher, thus freeing the other teachers to teach. As the schools grew in size, it became necessary to delegate some of these duties to other persons. Thus other administrative positions came into being. The second most influential factor which determined the character of the traditional plan was the departmentalized nature of the teaching and consequent departmental organization of the teaching staff.

The time has arrived when the influence of these two factors is less potent; other factors have become significant; and it is possible, even desirable and urgent, that we evaluate the administration of a junior high school and develop a more truly functional plan of operation.

The chief factors that have brought about this change are: the growing complexity of the junior high school, greater community responsibilities, the lessened importance of departmentalization, renewed emphasis on the supervision of instruction and curriculum, and the expanding importance of the concerned in some way with the administration and the management of the junior high school.

THREE MAJOR CATEGORIES

The result is recognition of three major categories of administrative functions: (a) management, (b) supervision of instruction and curriculum, and (c) counseling and guidance of pupils.

Management involves chiefly three sub-functions: (a) relations with the central administration of the school system, (b) organization and direction of the school as a whole, (c) organization and assignment of the school staff, (d) public relations.

Little need be said about relations with the central administration. Directives are received, reports are made, give-and-take conferences are held. All are concerned in some way with the administration and the management of the junior high-school.

Organization and direction of the school as a whole involves chiefly the policies and plan of operation and general administrative supervision to see that the policies and plan function. Herein lies the first opportunity for crea-

tive administration. The plan of operation may be such as to tie the hands of all subordinates, or it may be such as to give them the greatest of freedom within their areas of responsibility.

A vice-principal, counselor, or teacher may be assigned a particular task to be done in a prescribed way at a specified time. Originality and creativeness are thereby greatly circumscribed. The same person may, instead, be given an area of operation or responsibility within which he has the greatest of freedom to operate so long as he does not violate major school policies. Results rather than operational details are evaluated. For instance, a boys' vice-principal may either be told that he is to discipline all boys that teachers want disciplined or he may be told that he is responsible for the morale and general welfare of the boys of the school. Under the first plan, he is virtually confined to his office and spends his days in the negative "disciplining" of boys. Under the second plan, his is a large area within which he has freedom to function positively. "Disciplining" will be one phase of it, but a positive program is the prime concern. All of the school and the resources of the staff and community are available. The vice-principal is limited only by his energies, resourcefulness, and ability to obtain the co-operation and stimulate the creativeness of others.

Organization and assignment of the school staff presents the greatest opportunity for encouraging the creativeness of the staff. And the creativeness of staff members is probably the greatest single factor determining the extent to which pupil creativeness functions.

THE STAFF

The staff of a junior high school is divided into three major groups: certificated (teaching) personnel, the classified (nonteaching) personnel employed by the board of education, and the student-body employees.

Organization of the certificated personnel is primarily along departmental lines. One large and unusually complex school has the following departments, with a chairman for each through whom administrative details are channeled: (a) counseling and guidance, (b) art, (c) music, (d) commerce and journalism, (e) industrial arts, (f) homemaking, (g) boys' physical education, (h) girls' physical education, (i) science, (j) mathematics, (k) social living, (l) library, (m) opportunity (for pupils of 75 IQ and below), (n) foreign adjustment (for pupils without sufficient command of English to attend regular classes), (o) sight saving (for pupils with extremely impaired vision), and (p) after-school playground.

This departmental plan is fairly adequate but not wholly so. Some functions, especially the distribution and use of audio-visual aids, are not provided for adequately. In time there will probably come to be a library-textbook audio-visual department which will process, catalog, and issue all books and audio-visual materials; and there will be an auditorium department which will

manage the auditorium and audio-visual rooms and will service and operate all equipment that is used in the auditorium and audio-visual rooms of the school.

Most certificated personnel are assigned to a single department. However, many function in two or even three departments. For instance, in science and mathematics, in social living and counseling, or in science and social living.

THE MASTER SCHEDULE

In this school, the making of the master schedule of classes is thought of primarily as a major phase of organizing and assigning the certificated personnel. The chief factors considered are: physical facilities, curriculum requirements, pupil capacities and wishes, and teacher talents and wishes.

A close watch is kept over the capacities and wishes of pupils. New subjects (for instance costuming, Mexican folk dancing, plastics, boys' foods, library reading, and child care) are introduced from time to time. They are retained so long as they render a real service. They are dropped when they have outlived their usefulness or qualified teachers are no longer available. Teachers are encouraged to discover the capacities and wishes of pupils. Particularly successful new courses bring the rewards of harmonious classes of selected pupils and recognition by pupils, fellow teachers, and the administration.

In order to encourage the development of pupils' talents and to provide for a place in the school day for classes organized for this purpose, this school has developed a seven-period school day in place of the more common six-period day. After several years of experimentation, this seven-period day was strongly approved by a secret faculty ballot and has become standard for this school.

One period of the school day is devoted chiefly to these elective extras, although many of them are available in other periods. But this one period, which at present immediately follows the lunch hour, is open to pupils in all grades for elective subjects.

Other distinctive features of the master schedule of this school are: social living is always a double-period subject; shop or homemaking and physical education are paired so that pupils take them in successive periods; the pupils in the opportunity department leave their department only to go to physical education and shop or homemaking classes except for a few with some special talent, as in music or art; and pupils in the foreign adjustment department leave their department only for physical education.

The master schedule of classes is made from a schematic program which is developed so as to provide for many factors such as: grounds supervision, lunch for B7's ahead of others, a large number of minimum-day pupils who work in the afternoons, double-period social living classes, and the like. The resulting schematic schedule is herewith reproduced as follows on the succeeding three pages.

Grade and Home Room	Periods						
	I	II	III	IV	V	VI	VII
A9	Phys. Ed.	Shop or Home- making	Social	Living	Elective	Math.	Elective
B9	Shop or Homemaking	Phys. Ed.	Social	Living	Elective	Science	Elective
A8		Social	Living	Math.	Elective	Elective	Phys. Ed. Shop or Homemaking
B8	Social	Living	Math.	Sci.	Math.	Elective	Shop or Home- making Phys. Ed.
A7	Art	Math.	Phys. Ed.	Shop or Home- making	Elective		Social Living
B7	Music	Math.	Shop or Home- making	Phys. Ed.	Elective		Social Living

SUBJECT OFFERINGS

The subject offerings for the various grades which fit into this schematic schedule are as follows:

Second Semester, 1944-45

B7	A7	B8
<i>Homemaking</i>		
Clothing	Clothing	Clothing
Foods	Foods	Foods
Catering (elective)	Catering (elective)	
<i>Shops</i>		
Drafting	Drafting	Drafting
Home Mechanics	Home Mechanics	Home Mechanics
Metal	Metal	Metal
Printing	Printing	
Woodshop	Woodshop	
*Woodshop (elective—boys and girls)	*Plastics (elective— boys and girls)	
<i>Music</i>		
*Boys' Junior Glee	*Boys' Junior Glee	*Instruments
*Girls' Junior Glee	*Girls' Junior Glee	*Junior Orchestra
*Instruments	*Instruments	*Senior Orchestra
*Junior Orchestra	*Junior Orchestra	*Piano
*Senior Orchestra	*Senior Orchestra	*Senior Glee
*Piano	*Piano	

*Starred subjects require teacher approval. Lists are to be furnished to home-room teachers.

*Other Electives***Art****Art Craft**

*G.A.C. (girls)

*Gym Club (boys)

*Library

*Mexican Folk Dancing

*Office

Reading Club

Student Council

Typing

Art**Art Craft**

*G.A.C. (girls)

*Gym Club (boys)

*Library

*Mexican Folk Dancing

*Office

Reading Club

Student Council

Typing

Art**Art Craft**

*G.A.C. (girls)

*Gym Club (boys)

*Library

*Office

Student Council

Typing

B7's Take:

Social Living

Physical Education

Shop or Homemaking

Mathematics

Music

Elective

A7's Take

Social Living

Physical Education

Shop or Homemaking

Mathematics

Music or Art

Elective

B8's Take

Social Living

Physical Education

Shop or Homemaking

Mathematics

Science

Elective

SUBJECT OFFERINGS

Second Semester, 1944-45

A8**B9****A9***Homemaking*

Clothing

Foods

Child Care (elective)

Clothing

Foods

Homemaking and Costume

Red Cross Sewing

Costume

Clothing

Foods

Home Nursing (elective)

Red Cross Sewing

Shops

Drafting

Metal

Printing

Woodshop

*Productive Printing
(elective)

Stage Craft

Auto

Printing

Stage Craft

Woodshop

Auto

Metal

Printing

Stage Craft

Woodshop

Music

*Instruments

*Junior Orchestra

*Senior Orchestra

*Senior Glee

*Piano

*A Cappella Choir

*Instruments

*Music Appreciation

*Junior Orchestra

*Senior Orchestra

*Mixed Glee

*Piano

*A Cappella Choir

*Instruments

*Music Appreciation

*Junior Orchestra

*Senior Orchestra

*Mixed Glee

*Piano

*Starred subjects require teacher approval. Lists are to be furnished to home-room teachers.

Other Electives

Art	Art	A9 Council
Art Craft	Art Craft	Art
*Child Care	Child Care	Art Craft
First Aid	First Aid	*Child Care
*G.A.C. (girls)	*G.A.C. (girls)	First Aid
*Gym Club (boys)	*Gym Club (boys)	*G.A.C. (girls)
*Library	*Journalism—	*Gym Club (boys)
*Office	(Central Idea)	*Journalism (A9 Idea)
Reading	*Library	*Library
Service Shop	*Little Theatre	Little Theatre
Spanish (Beg.)	*Office	*Office
*Spanish (Adv.)	Spanish	Spanish
Student Council	Student Council	Student Council
Typing I	Typing I	*Typing II
Journalism	*Typing II	*Typing III (Service)

<i>A8's Take</i>	<i>B9's Take</i>	<i>A9's Take</i>
Social Living	Social Living	Social Living
Physical Education	Physical Education	Physical Education
Shop or Homemaking	Shop or Homemaking	Shop or Homemaking
Math	Science	Math
Elective	Elective	Elective
Elective	Elective	Elective

The bell schedule which controls the classes in this schedule is as follows:

Morning Entrance

8:33 to 8:40

Home Room

8:40 to 8:55

<i>Period</i>	<i>Period Begins</i>	<i>Phys. Ed. Dress</i>	<i>Shop Cleanup</i>	<i>Period Ends</i>
I	9:00	9:35	9:40	9:45
II	9:50	10:25	10:30	10:35
Nutrition	10:35			10:45
III	10:50	11:23	11:28	11:33
IV	11:38	12:10	12:18	12:23
Lunch	12:23			1:03
V	1:09	1:39	1:44	1:49
VI	1:54	2:27	2:32	2:37
VII	2:42	3:15	3:20	3:25

*Starred subjects require teacher approval. Lists are to be furnished to home-room teachers.

*Lunch Bell for Student Service Rings, 12:10**All Students Must Be Out of All Buildings Before 3:45*

PUBLIC RELATIONS

The fourth function of management, public relations, offers many opportunities for creativeness. The public takes for granted good teaching of fundamentals. The public is intrigued and somehow measure the success of a school by its creative aspects; an original school play based upon local history, an outstanding musical performance, art work of unusual merit, and the like. Here are not only real rewards for creativeness, but the real thing, public recognition and approval.

The organization and assignment of the classified personnel and student-body employees is carried on primarily through personnel heads: the secretary, the head custodian, the cafeteria manager, and the student-body manager. The same principles of assignment to areas of responsibility and accountability for results, rather than the specification of duties and a checking on *minutiae*, beget creativeness in these fields of work as well as in the teaching. The result is a school all of whose departments (teaching and nonteaching) function harmoniously and with mutual inter-dependence and helpfulness.

Is it not apparent that the first major administrative function, management, must be performed by the principal? Upon the proper performance of this function depends the successful accomplishment of the other functions.

SUPERVISION

The second major function of administration, the supervision of instruction and curriculum, likewise may be carried out in such a manner as to offer encouragement to and to afford opportunity for the creative capacities of both staff and pupils.

A vice-principal becomes director of instruction and curriculum. Working chiefly through department chairmen, materials of instruction are kept up to date and available. The library and textbook room are under the direction of this vice-principal, who also maintains a professional room for teachers in which may be found copies of all courses of study, a library of sample copies of all textbooks in use in the school, and a library of professional reading (books, periodicals, and bulletins).

This director of instruction and curriculum is a liaison officer between the principal and the staff in these matters; also between the school and the supervisors and curriculum workers of the central offices of the system. Needless to say, this position is distinctly different from that of a boys or girls vice-principal. The areas of responsibility are different, the opportunities for creative administration are different, and no doubt much greater.

The third major function of administration, the counseling and guidance of pupils, likewise is a fertile field for creativeness. This function includes four major phases—attendance accounting and guidance, educational and voca-

tional counseling, health counseling, and supervision of student-body activities.

This function likewise belongs to a vice-principal. Working with him is corps of grade counselors, each of whom is responsible in the main for each of these four phases of counseling and guidance for his particular grade. A counselor assumes responsibility for the entering B7's, visiting them in the elementary schools while they are still A6's and remaining their counselor until they have completed the junior high-school program. This grade counselor is the greatest single factor in helping pupils to bridge the gaps between the junior high school and the school below and above.

In addition to counseling the pupils of a given grade, each counselor has certain other administrative, supervisory, or teaching responsibilities. The present corps of counselors are assigned as follows:

B7 Counselor—director of student-body activities and teacher of one class each: B7 social living, student council, Mexican folk dancing.

A7 Counselor—supervision of hall lockers and teacher of three classes in journalism.

B8—Counselor—in charge of health room, all health records, and the health services of the school, especially as provided by two school doctors (one for boys and one for girls) and a school nurse (all three only part time).

A8 Counselor—boys' counselor and vice-principal in charge of the counseling and guidance of pupils.

B9 Counselor—girls' counselor and vice-principal in charge of instruction and curriculum.

A9 Counselor—in charge of attendance office.

Once again it is pointed out that this type of position offers vastly different and no doubt vastly greater opportunities for creative administration than the traditional vice-principalship assigned to the discipline of boys or girls. Likewise, each counselor becomes a creative person, intimately acquainted with the pupils of his or her grade, closely associated with their teachers, well apprised of their educational needs, and thoroughly able to advise pupils, parents, teachers, and the administration.

Let us close by pointing out as was done in the beginning that creative administration permeates the whole school. Pupils and teachers, classified personnel, and student-body employes are all affected, each in his way. Creative energies are released, human values are conserved and expanded, and the total functioning of the school becomes a creative experience for all, but most especially for the pupils.

To the writer, this creative experience is all-important at the junior high-school level when pupils have left the broadly generalized but fundamental education of the elementary school and will soon be entering upon the more specialized experience of the senior high school. It is important that budding talents be encouraged to blossom, that hidden talents be discovered, that the pupil learn that life holds much for him that is his very own by reason of his own creative abilities.

The Pupil Activity Program

RUSSELL H. RUPP

Principal, Shaker Heights Junior High School, Shaker Heights, Ohio

THE activity program of Shaker Heights Junior High School, with an enrollment of approximately one thousand girls and boys is conditioned by the type of residential district which it serves and by the fact that the great majority of the pupils go to college. Together, the staff has formulated the school's working philosophy, wherein they recognize that the democratic way of living is the goal of the school and can be accomplished only through wide participation. The tone and spirit of a school is determined to a large extent by the degree to which the pupils feel that it is their school and that they have a voice in the administration of their activities.

During their early adolescent years—the junior high school age—the youngsters engage eagerly and learn well in group activities where they have an opportunity to work together on meaningful and worth-while problems. At this age, the girls and boys receive a great deal of social satisfaction from belonging to and being active participants in a going group. For them this satisfaction is practically a *must*. Every boy and girl of this age feels the need of exploration in new and varied fields. To encourage and to guide this felt need is an obligation of every modern junior high school staff. This need for activity and group participation is, of course, satisfied to a great extent in the regular classes, for in the modern classroom pupils learn through *doing*. However, so varied are their interests and so keen their desire to engage actively in a program and so fine are the results, that we believe a broad, well-organized activities program is essential to their all-around development.

Through this program we endeavor to have the pupils learn to assume responsibility for their own acts and for the welfare of the group. This activity program helps the pupils to grow in self-esteem, confidence, and worth because they experience real success and gain the sincere approval of their peers in situations which are real to them.

Because we believe this part of our program so essential, these activities are given a definite place in the schedule. Each day there is at least one activity period. During this period no classes are scheduled. This tends to give rightful dignity and importance to the activities. It also assures a minimum of interruption of the regular class work.

The function of a number of the standing faculty committees is to plan, organize, and evaluate the activities program. These committees are:

1. Pupil administration groups—council, home rooms, and boosters.
2. Assembly, public address, radio, and movies.
3. Unit courses, clubs, and pupil-teacher conferences.
4. Publications and public relations

Pupils serve with the faculty members regularly on practically all of these committees. Additional pupils are invited to join these groups for discussion when opportunities present themselves. The following are brief statements of the organization and workings of the major activity groups as written by the advisers:

STUDENT COUNCIL CO-ORDINATES SCHOOL ACTIVITIES

Tolstoi once said, "The vocation of every man and woman is to serve other people." The right to serve belongs to every boy and girl, and the student council readily becomes the means whereby every student may take an active part in his school government and give real service to his school community.

Our student council is organized each semester to assure wider pupil participation. The membership is made up of one representative from each home room and one non-voting representative from each service organization. All the activities of the school are co-ordinated through the student council, thus the combined efforts of every organized group are directed toward the common good.

The student council provides many opportunities for co-operation. It sanctions and endorses all school community activities. The council does not attempt to supervise directly all of these activities; rather, it delegates them to the organization which can most logically and economically carry them out. The council's duty in this regard is to approve and then to assist, suggest, and encourage.

Through the council better pupil-teacher relations are promoted. Pupil and teacher committees work on the problem of corridor conduct, lunch-hour activities, or tardiness. Common problems are faced, common goals accepted, and a warm-hearted, understanding relationship established. The pupil learns to know the teacher as an honest-to-goodness person, and the teacher is richer and wiser for having viewed the problem through the eyes of the pupil. Respect and understanding replace fear and prejudice.

The student council serves the school in countless ways. It authorizes and appoints the Board of Elections. This board and the council conduct the election of the student president. The presenting of the flags and the council processional and recessional are a part of every assembly program. Welfare projects, War Chest drives, collection of clothes for needy families, collection of sales tax stamps, the granting of charters to school clubs, and the establishing of school-wide policies are but a few of the activities the council supports or directs.

Probably the council member's most important duty is to serve as a true representative. Through him problems and questions of general school interest are placed on the council docket. In the council meeting he must truly represent his group. Frequently he must set aside his personal opinions

and voice those of the group he represents. His representation takes a two-way course—to the council and from the council.

The key-note of the student council is co-operation. Its growth and progress come from the numerous small efforts of many individuals, each directed toward a worthy goal.

RED CROSS COUNCIL REPRESENTS ENTIRE SCHOOL

The Junior Red Cross Council under a faculty adviser is composed of one representative elected from each home room, whose chief duty is to carry back the activities planned and organized within the council and to assume the responsibility of executing these plans. The council chooses one of its members to represent the school on the country-wide Junior Red Cross Council.

The local program is designed to develop in the students an awareness of the need for service in their own communities. The following are some of the local projects: packing of Christmas boxes for the local MP's; conducting a drive for towels, dish cloths, and wash cloths (620 were collected) for Crile Hospital; making scrap books, puzzles, comic strips, and favors for local hospitals; organizing a "Bead and Button Drive" (these were used as material for favors sold for the Red Cross. Five thousand dollars has been contributed from similar sources); helping in the War Fund Campaign (\$900 was contributed in 1944); and distributing 500 toys at Christmas time.

Opportunities for national service are also afforded the school through this council. Some projects for the National Red Cross were the making of 500 menu covers at Christmas time for the navy, 50 canes for wounded soldiers, 50 pairs of booties, 40 bibs, 50 ditty bags, knitted baby bonnets, and afghans.

Through international service, pupils expand their sympathies even beyond the borders of their own country. Fifty boxes were filled for boys and girls in distant lands as Christmas gifts, many going to children whose fathers are prisoners of war. In a drive for War Prisoners' Aid, the council collected athletic equipment, textbooks, musical instruments, and games. In the Junk Jewelry Drive, 2430 pieces of jewelry were gathered for soldiers in South Sea Islands to be used as a medium of exchange with the natives.

To assist in Red Cross publicity the group arranges for the showing of Red Cross films to the entire school. Posters are made and displayed for the various drives, announcements, original skits, and slogans are broadcast over the public address, and copies of the *Red Cross Journal* are placed in the library, where they are available to all pupils. An assembly is given once a year, usually to launch the War Fund Campaign. Thus the Junior Red Cross activities offer the pupils an opportunity to learn and serve at the same time.

EIGHTY PER CENT BELONG TO ACTIVITY GROUPS

Since our girls and boys are building and tinkering with radios, making airplanes, taking pictures, collecting stamps, engaging in dramatic produc-

tions, painting, sculpturing, and knitting, and doing any of a thousand and one other things out of which they are likely to select their adult avocations, we believe they should have an opportunity to learn to do them well. Realizing the educational values of these activities, our club program has been given a regular place in the school day.

A faculty committee, with the help of the student council, directs and administers the club program. It has been the experience of the committee that activities initiated by interested pupils are usually the most successful. At present, the procedure for organizing a new club is as follows:

1. Any student who has an activity in mind which he feels would be worthwhile and interesting to a larger group, may circulate a petition securing the signatures of a reasonable number of interested students who would like to participate in such an activity.
2. The petition, with a statement of the aims and purpose of the proposed activity, is submitted to a joint committee of the faculty committee and student council for consideration.
3. If the joint committee is convinced that the activity is worth while and that there is a need for it, a charter is granted by the student council, permitting the group to organize as a club.
4. The faculty committee then helps the new club find a teacher adviser and a suitable place to hold its meetings.

Membership in a club is entirely voluntary. If a student finds that none of the clubs interest him or if he feels the time should be spent in study, he is assigned to a study hall. If, on the other hand, a student desires to change clubs or join a club for the first time, he may do so by giving a satisfactory reason for the change and having it approved by his home-room teacher, the committee chairman, and the teacher sponsors concerned.

Approximately eighty per cent of the student body are in thirty-five clubs. Some clubs, such as the Cartographers Club, Science Club, and Cooking Club grew out of a special interest in some phase of the regular classwork. Others had their origin in the unselfish desire of students to serve. Among these are Boys' Booster Club, Girls' Booster Club, Red Cross Club, Girl Reserves, Boys' Leaders Club, Projection Crew, and Stage Crew. Still other clubs had their beginning because of interest in hobbies such as stamps, contract bridge, photography, and airplanes.

The club program is very important to the pupil. It is the place where he can pursue informally, with all of his adolescent enthusiasm, those things in which he is especially interested.

GIRLS' BOOSTERS PROMOTE SCHOOL SPIRIT

"The Girls' Booster Club wishes to extend to you its heartiest congratulations. We are happy to inform you that you have been selected as a new member of our organization."

How important those words were to Sue! Sister Connie had been a Booster before Sue ever came to the junior high school so she was already familiar

with the honor and responsibilities that were implied in her nomination by the club and her approval by the home-room teacher and the faculty. It was an important and impressive occasion, too, when Sue and the other members stood with joined hands in the circle of friendship and pledged "to uphold the constitution of the Girls' Booster Club, to improve the school spirit, to promote school activities, and to remember the ideals of truth, sociability, and service."

Alice, the president, likes the club for "the girls are always in there pitching"—doing the job by selling war stamps and bonds, providing new and interesting exhibits each week in the hall and the library cases, initiating or assisting at special assemblies, promoting important drives, and acting as assistants and hostesses in the administrative offices.

BOYS' BOOSTERS LEARN RESPONSIBILITY THROUGH SERVICE

In the Boys' Booster Club an earnest effort is made to direct some of the characteristics of the adolescent boy into useful activities. The need in the school for an organized group outside the student council to perform various services efficiently and to promote school spirit by example and positive leadership furnishes a field for a wide program of activities for the booster group.

The tendency of some boys to act "big" usually disappears when they assume some real responsibility, as does the shyness of another boy when he finds himself in the position of an usher at some school affair. The process of "growing up" is thus helped by smoothing out the awkward places.

In setting up and supporting a code of conduct for themselves the boosters express and practice their ideals. A complaint committee to investigate alleged violations testifies to their sense of justice.

Membership is considered a great honor since the members have continued, over a period of years, to carry on their activities in an outstanding manner. Eligibility is based on a desire to serve the school and to uphold good citizenship. Among the services they perform are administering the noon movie program, helping at the Parent-Teacher Association functions and school dances, keeping the audience in proper place on the athletic field, and acting as ushers at assemblies and at other school functions.

STUDENT-FACULTY GROUP PLANS AND EVALUATES ASSEMBLIES

By means of the weekly assembly activity it is our purpose to interpret the work of the various departments to the rest of the school—to broaden horizons, to develop an appreciation for good music and worth-while dramatic productions, to present stimulating problems, to inculcate high ideals, and, most important of all, to develop self-expression, self-confidence, and self-respect.

The programs show great variety. Often they are the culmination of a class activity; sometimes important holidays furnish the motive for a presentation; an entire department may demonstrate the work being done; a club

may produce a play or arrange an exhibit; a recognized authority may bring the result of his experience or research.

The general assembly program is evaluated by a student and faculty committee. The pupils are chosen by the student council from among its members with representation from each grade. Either the school president or vice president presides at each assembly. During the last school year almost half the students shared in the assemblies.

SPECIAL MUSIC GROUPS MEET DURING ACTIVITY PERIOD

Dr. Briggs has often said "teach pupils to do better the desirable activities that they will perform anyway and reveal higher types of activities and make these both desired and to an extent possible."¹ Probably more of our pupils will engage in some form of music activity during their lives than any other. Therefore, we believe that it is our obligation to make it possible for interested and talented pupils to have musical training and experiences beyond that offered in the regular courses. Three musical organizations meet during the activity periods and include the *A Cappella* Choir, composed of 80 voices singing four-part music, the G-Clef Singers with 75 girls' voices using three part music, and a sixty-piece band.

The annual Christmas program, Spring Concert, and participation in school assemblies give the musical organizations a fine incentive for a high standard of performance, an experience of wholesome musical enjoyment, and a pride in their organizations. A feeling of responsibility to the group is learned through caring for the music scores, the band uniforms, and the instruments.

Because these groups meet during the activity period in the regular school day, necessity for after-school meetings or rehearsals has practically been eliminated. This plan gives the organizations a feeling of security and a satisfaction in participating in a worth-while activity as a part of the regular school program.

TWO STAFFS WRITE SCHOOL PAPER

Deadlines—headlines—dummy sheets—proof sheets—a newspaper. All of these terms and many more are part of the vocabulary of the 60 junior and senior staff members of the *Shaker Scroll*, a monthly newspaper. The manner in which this group is chosen and functions is probably unique. At the close of the 7A semester, English teachers are asked to recommend students who show writing ability and express an interest in journalism.

This junior staff, composed only of eighth graders, meets three times weekly as an activity and is given a short course in junior high school journalism. During this time each is a regular contributor, so that immediately the young reporter feels a sense of accomplishment, the pleasure of school service, and a real thrill at seeing his work in print.

¹Briggs, Thomas H. *The Junior High School*. Boston: Houghton Mifflin Co. 1920. P. 157.

At the beginning of ninth grade, these junior members join a special English class which constitutes a senior staff. This group covers the regular ninth-grade English course of study, but instead of the conventional theme assignments, writing experiences consist of the many and various types of journalism activities. This plan has been in operation for five years, and because of the eighth-grade journalism course, there is time for the paper and class work. However, it must be kept in mind that this is a selected group.

In addition to editing the paper, the staffs are given an opportunity to function as a public relations group not only in their own school but in the community by writing publicity for regional educational meetings, preparing parent-teacher bulletins, and reporting school news for suburban papers. Some staff members have been on payrolls of two such papers. All of this strengthens the realization that school and community are closely related.

To help staff members feel a keener sense of responsibility and unity, they have an adequately furnished office, telephone, press cards, and honor study-hall privileges. Also the election of their own editorial board, instead of the appointment of an editor, gives more members a chance for leadership. Journalism in this school is an accepted and necessary part of the curriculum, so that work is planned as a part of the school day, and reporters' assignments are not an extra load.

STUDENTS OPERATE PUBLIC ADDRESS SYSTEM

"Good morning Junior High—this is Dave Gleason speaking. It is my pleasure to present Tim Roudebush who will give today's announcements." Then from the loud speaker in each room come the announcements in a concise and enthusiastic manner. The high quality of the performance results from painstaking preparation, done eagerly by the announcer because of his intrinsic interest and the satisfaction gained by participating in a meaningful activity.

The radio workshop groups center their activities around the use of the public address equipment. In each group pupils may have the experience of writing scripts, using the mike, and receiving technical training in the use of the broadcasting system and the development of sound effects.

The 9A workshop has charge of the broadcasting of all regular and special announcements to the student body. Scripts are arranged and are broadcasted either to the entire school or to special groups, emphasizing some special project or class or club activity. Technicians learn to use the recording machine, and are available for any service—play back, recording, or amplification. This group furnishes music and amplification for all school dances. Through these groups and under their supervision over one-fifth of the student body had the experience of using some part of the public address equipment during the past year.

PROJECTION CREW OPERATES VISUAL EQUIPMENT

When a teacher requests that a film be shown or slides or other pictures projected, he and his class may enter the projection room or auditorium with the assurance that all will be in readiness. Waiting and ready to operate the equipment will be a student projectionist and his assistant. The film will be checked and threaded; the lense will be clean and focused. It will take only a nod of the head to start the pictures.

These operators are licensed members of the Projection Crew. They are trained during the activity periods to know how to set up, operate, and care for projectors of all types, including both 35- and 16-mm sound and silent motion pictures, large and small slide projectors, and opaque and micro projectors. These students take great pride in their Projection Crew license cards which indicate the tests that they have passed on the different types of equipment.

Each morning before school, operators are assigned to the various projection jobs in the school. Often operators are requested for every period of the day—in classrooms, projection room, and auditorium. Selection of the operators is done by the Chief Student Operator or by the faculty adviser. Assignments are usually made for the student's study periods. The student's academic standing must be such that he can use study periods for this purpose.

Considerable responsibility rests on the projectionist and his assistant, for all of the arrangement such as dark shades, extension cords, screens, and preparation of projector must be made by them, and they know that "the show must go on."

"THE SHOW MUST GO ON," SAYS STAGE CREW

The Stage Crew, consisting of twelve to fifteen dependable boys who are interested in stage work, endeavors to take complete charge of preparing, operating, and maintaining stage equipment for all auditorium programs. Boys retain their membership in the club by their service records. The members realize that they must be dependable as they are responsible for handling valuable equipment and moving heavy stage properties.

The crew meets regularly during the activity period to plan work, to set the stage for the next assembly or production, and to repair and build stage equipment.

The boys generally remain on the crew throughout their years in junior high. This provides a few experienced and well-trained ninth-grade pupils who assume the responsibility of aiding in the supervision of the crew's activities. Two ninth-grade pupils act as supervisors or leaders for their respective crews. All productions for the school are presented twice, because of the size of the auditorium, each crew being responsible for one production. The school also has two lunch periods during which time movies are shown. Dur-

ing this activity, groups from the stage crew accept the responsibility for back stage. Members are entitled to wear a membership pin which permits the owner to "cut" into the lunch line on days they are on movie duty.

A date book for all auditorium engagements is in the main office. This book has a complete list of all auditorium reservations so the crew can plan their time and work accordingly. The adviser also posts in his office a day-by-day card listing of all period assignments for the different members who are on duty.

One of the ninth-grade supervisors is now working after school and week-ends on the stage of the Cleveland Play House. Members call him "Footlight Dave" as he is always bringing good suggestions to the club for improvements on our stage.

Our stage crew members feel that they perform a worth-while service for their school. The student body recognizes that the crew has an important function in every production.

FACULTY AND STUDENTS JOIN IN TOYMAKING

Sometimes activities started in one classroom or department bring in other groups and ultimately develop into school projects in which all students and faculty members have an opportunity to participate. Such a co-operative project, initiated by the industrial arts department and involving industrial arts, home economics, and art departments, is the making of Christmas toys.

For some years the industrial arts classes have undertaken to make about six hundred wooden toys which are distributed to nurseries, orphanages, and hospitals by the Red Cross. Designs for the shapes of these pull-toy or rocking-toy animals are made by pupils in the art classes, executed in plywood and other light, unpainted woods by industrial arts boys, and returned to the art department for decorating with free brush designs. Doll beds, hobby horses, and little carts of sturdy make and fine finish are decorated in the same way, with water-color paint on the light plywood which is later shellacked. The painting is purely voluntary. The designs are varied and spontaneous and are practically never repeated. When the doll beds are finished they are sent to the home economics department for fitting by 7B girls who equip them with charming individuality with materials that have been brought their home.

During the activities period and after school, pupils and faculty members outside these groups may give their services to the project. The whole activity calls for a fine degree of co-operation by many people, a high standard of workmanship, an awareness of the needs of underprivileged children, and an unselfish giving of time and energy. It results in a feeling of school accomplishment.

BROAD INTRAMURAL PROGRAM PROVIDES COMPETITION

Our after-school sports activity program for girls and boys supplements the regular physical education experiences. We believe that "sports for all" or "participation for the many" must be the guiding rule.

About seventy per cent of the girls and boys participate in seasonal intramural sports. This afternoon program is conducted every day under the supervision of the physical education teacher. A scheduled tournament of games based on inter-home-room competition is planned for soccer, speedball, modified football, volleyball, basketball, baseball, and track. Members of the girls and boys leaders clubs, who have been selected because of outstanding work in the regular classes, assist with the officiating of these games. Through these student leaders and home-room managers, the pupils can manage and conduct their own home-room teams and games under teacher guidance.

In addition, an intensive special boys' program in tackle football, basketball, and league baseball is conducted which enrolls 170 boys in tackle football, 80 boys in basketball, and 120 boys in league baseball. In each of these sports the boys are divided into squads based on height, weight, age, and experience. The activity consists of two practice sessions and one intersquad game each week. The practice program for the heavyweight, or more experienced squads, is closely integrated with the senior high school varsity sports program.

This intensive program calls for coaching and teaching help in addition to that provided by our two men physical education teachers. We are fortunate in having a number of men teachers of academic subjects who are qualified to coach these squads. A fine pupil-teacher relationship is thus developed which carries over into the classroom. One complements the other.

We are ever conscious that we must encourage an even greater number of pupils to avail themselves of playing areas, gymnasium facilities, and teacher-coaching services. Thus by participating in a wide range of seasonal activities, they will derive not only muscular skills, body poise, and good bearing, but social and emotional benefits as well.

NEWS NOTE

POSTWAR JOBS IN BEEKEEPING AND PHYSICAL THERAPY—Students, teachers, parents, vocational counselors, and others interested in postwar jobs will find helpful information on opportunities in Beekeeping and Physical Therapy in two new occupational abstracts just published by Occupational Index, Inc., New York University, New York 3, N. Y. at 25 cents each. In concise, readable form each abstract covers the nature of the work, abilities and training required, methods of entrance and advancement, earnings, geographical distribution of workers, advantages and disadvantages, as well as postwar employment prospects. The best references for further reading are recommended.

Democracy Must Be Taught

HARRY W. STAUFFACHER

Principal, Lindbergh Junior High School, Long Beach, Calif.

WE KNOW that democracy is our way of life. It is complex, misunderstood, and often nurtured by ignorant leaders. Therefore, its future depends upon training today's youth. It must be taught in a direct, simple way so that every student will recognize its inherent values long before he assumes the full rights and privileges of citizenship. This is the task of education today.

The junior high school is the ideal segment in which an organized form of democracy can be first put into practice for our future citizens. The elementary school affords unusual opportunities for democratic living but the increased maturity of junior high school pupils makes it possible for a more highly organized form of democratic group life to exist. The age of adolescence brings together a group which is first of all open-minded and unprejudiced. Its members have no experience back of them to hinder an exploratory entrance into the exciting democratic way of living. They are most tolerant toward all people. They have unbounded faith in each other and an almost sacred respect for teachers. Therefore, they can be readily taught the fundamental principles of leadership and group action. Adolescents crave new experiences, particularly those which are real. The age of make-believe is over. Now they are emerging into a world of reality. Their first real experience should be that of democratic living. They know little of the fear of responsibility and, therefore, are eager to assume any position of responsibility. This is their first real thrill as they take on tasks of leading and guiding their own fellows. Likewise, they like to be led and controlled when they sense the full significance of their own organized community. Because they are open-minded, exploratory, and are eager for real experiences and responsibilities, the teachers of junior high-school students should be challenged to make the teaching of democracy their first concern.

STUDENT PARTICIPATION IN SCHOOL GOVERNMENT

To put into actuality, an organized form of democracy for these eager youth is no simple task. It calls for the highest type of intelligence because our way of life is not merely an organized set of rules or formulas. We do not suddenly become effective citizens. We grow day by day as we are nourished and guided. The principles of unfolding individual personalities into group consciousness is a great art and a tremendous challenge. We must recognize certain features of representative government which are accepted as fundamental and teach youth to respect such forms and from them work out their own procedures. There is no one best form of student government. Each school must produce a plan in accordance with its own peculiar situation. References made in this article to a particular aspect are only for illustration.

First, and most important, in a student democracy is a constitution written by students. It may be crude and imperfect but imperfection lends itself to the process of changes and improvements. The constitution should set up offices which are needed to carry out a given plan. These officers must be elected by the students, never appointed by the faculty. Any appointed officers should come through recommendation of an elected student officer. It is well to set up standards and provide some clearing house for student appointments so that undesirable students are eliminated. The school counselor, with her records of scholarship and achievements, is a good place to help students select the best candidates. If students know that their records constitute the first barrier to a position, they will start early to build up a good record.

Further, it is essential that each office have some real tasks. A secretary of service can perform, with the help of assistants, many tasks around a school which are oftentimes burdens for teachers. For example this secretary can plan and carry out an assembly program, getting all the participants, the properties, tickets, ushers, and other necessary aids. As students discover their weaknesses they seek to make improvements. They grow through experience, if guided tactfully by a teacher who is willing to let errors occur so that the leaders will learn what an error means. A secretary of finance can handle ticket sales and be held accountable for errors. A secretary of records can write real minutes of meetings, real letters, and real bulletin announcements. So, each office can have actual tasks which are performed in line with its authority within a regulated school.

Equally important is a plan whereby every student learns directly from his representative what is going on and why. This learning can be attained by having members of the governing body make personal reports to each home room at least once a week. The governing body should meet daily as a class with an instructor, who in turn helps the representatives prepare the reports they make to their respective home rooms. Likewise, all students should have an opportunity to present ideas to the representatives to be taken back to the governing body for action. Thus every student learns through experience to have a real respect for the way democracy works. Parliamentary procedure should be practiced at all times. Recognition in some form for every service rendered is all important. This can be given satisfactorily through a point system which culminates in a special citation along with the diploma at graduation time. Thus, a well-planned and workable form of government becomes the key to successful teaching of the democratic way of life.

STUDENT PARTICIPATION IN THE ACTIVITIES PROGRAM

Every school can organize many activities which offer real tasks and vital topics for active discussion. Each school is a community with its own problems of traffic, provisions for safety, enforcements of regulations, development of friendly relations, social affairs, courtesies to new members and

visitors, recourse to justice in student affairs, noon-hour recreation and entertainment, assembly programs, special day observances, cafeteria and lunch area courtesies and cleanliness, grounds, assembly supervision, library, service projects, club organizations, flag-raising, and class affairs. All of these can become part of a student body's function and release teachers for their major function of effective teaching.

As problems arise they become focal points for teaching citizenship because the students have real problems which affect themselves and their community life. The educator who thinks that students cannot work out solutions need only give them a chance to become amazed at their efforts. Of course, young students will make mistakes but they usually profit more by their own action than when adults make all the decisions for them. Students usually are more severe in their controls over each other than are teachers. Likewise, students tend to respect the efforts of their own selected officers whereas they often become discipline problems for teachers simply for the fun involved in acts of disobedience which upset the teacher. Any visitor can soon detect the morale in a school where the students are actively working out their own community problems. They also sense a spirit of co-operation between students and teachers which is wholesome and progressive.

The whole effort to give students a real part in carrying on the community life in a school is a fundamental phase of training our future citizens to become active in future adult communities. Students must learn the art of citizenship and must catch the thrill of participation in group effort and the ultimate welfare of the individual within the group. This can best be taught by an effective student participation under guidance and sympathetic supervision.

STUDENT-FACULTY CO-OPERATION

Finally, the administrative staff and faculty must assume a new obligation in regard to their part in the teaching process whereby youth seeks to carry on a system of democratic living. There must be an attitude of wholesome assistance and not domination. Authoritative procedures must give way to a spirit of co-operative living. True, there must always be a respect for the constituted regulations of the board of education and the school administration. That is part of the total plan for any form in a democracy. Every citizen needs to have just that respect if he is to be a desirable member of a community.

The faculty must show a wholesome attitude toward student officers. Teachers must guide student leaders both by word and action and example. Such procedure is the best means of teaching students to attain proper respect for constituted authority. Teachers must learn to view the action of student leadership in line with youth experiences, rather than by their own viewpoint. Oftentimes they must tolerate procedures which may appear entirely out

of line, and sense in such situations a real teaching opportunity rather than a time for dominance. In the end, there will evolve a satisfactory solution with lasting benefits. Such action is difficult but provides the kind of teaching service which promotes effective group living and the common welfare.

Naturally, there is need for some form of final veto power. Experience has shown that such power need seldom be used if care is exercised to train students to seek advice and guidance *before* taking any action which might call for such power. Students can be as logical in their thinking as adults and will respond readily to any explanation which is reasonable and in line with proper procedures. Administrators and teachers must have faith in the students, and to the extent that such faith is always evident will the whole process of teaching the ways of democracy finally become truly effective.

The ultimate test of any program is the number of students who participate and achieve recognition, and in their own word express themselves as to individual benefits. In one school, recently observed, out of some 1400 students, more than 800 were awarded citations for service rendered. That is far above any adult participation in community life. As they experience the thrill of co-operative living, it is reasonable to suppose that some carry-over to future participation will follow.

STUDENT AND TEACHER REACTIONS

A few of the many written expressions from the observed school are presented here to show that students sense the value of this type of school experience. The names of students are included because they are as meaningful as would be a statement by some more or less prominent adult in a similar statement of values received. Teachers are also quoted because they see evidences of the total teacher participation.

Janet Lewis, Student Body President:

During my first year at junior high school I heard my friends talk about "student government." I was anxious to know its true meaning and I found that its basic training is honesty, justice, and respect for all who go in search for its success. I feel that this thing called democracy must be taught and experienced through the schools for this is a part of our whole educational program.

Lois Eubank:

It is true that students would rather be controlled and urged to activities by other students whom they have chosen to lead them. Holding an office is a privilege not only because you serve but because you gain in self-confidence and appreciation of democratic ideas.

Clifton Duncan:

I tried to run for student-body president but did not succeed because of past grades. At some future date, I have promised myself that I will try again and if I succeed I will try to hold my office with the ideals in mind that are practiced at Lindbergh Jr. High School.

Walter Mansfield:

Student government has shown me how a democratic form of government functions when it is in motion.

Dorothy Corwin:

Student government has taught me that representative government is the democratic way. In short, to me, student government is the American way.

Jack Gresham:

I think student government is a great thing. It gives the student confidence in himself and in his fellow students and school. It also gives him practice in things to come. He has learned a better understanding of our country's democratic government.

Toy Palaske:

To me student-body government means the right to say what you feel to your governing officers, for and against affairs in the school. If it were an older person, the student would not feel free to express his or her individual opinion.

LeRoy Churchill:

In the civics class we have certain home rooms to go to and carry messages concerning the activities going on about the school. It is our duty to make that message as clear as we can. I have overcome any fear I had in speaking to a group or class of students.

Dick Weyhrick:

In my opinion, one of the most important things learned by me and all members of the student government, was the fact that before we could carry out a task all matters must be considered. I would like to emphasize that to have a smoothly running student government all members of the cabinet, which is known at Lindbergh as the civics class, must be strongly in favor of student government.

Betty Dietzel:

I feel that the mechanical processes or actions of learning and practicing parliamentary law as thoroughly as we did, will, as it already has, help me in leading and following others. I want to say that it was the failures in my junior high school experience which made my successes in high school and I feel that my failures in high school will be my victories in college.

Jackie Celotto:

Student government taught me, first, to be more poised and at ease with junior high students as well as with older people. It gave me more of the self-confidence and self-reliance which I needed. It taught me the importance of approaching people with courtesy and with a degree of diplomacy. It made me regard teachers as average individuals with human feelings, rather than factors at the front of classrooms trying to force education on me.

Louise W. Began: Civics Class Teacher, (1944-45)

In the teaching of civics and the guidance of the student government, the teacher unquestionably has one of the richest opportunities for influencing the personality development, democratic consciousness and character building of the student. This fact makes this teaching indeed a challenge. A teacher is faced with a difficult decision as to how much teacher control is required or desirable. Strangely enough, student interest never lags. One feels the strong motivating force always present. Directing this into worth-while channels without lessening it is sometimes difficult. Let me say I believe more now than ever in student government and while I feel it is a difficult teaching experience it is a most gratifying and enlightening one.

Nine Schools Make One

W. JOE SCOTT

Principal, Bass Junior High School, Atlanta, Georgia

BASS Junior High School, enrollment 1300, serves most of the northeast quadrant of the city of Atlanta, Georgia. Most of its students come from homes of white-collar workers with a fringe of underprivileged and another of wealth. The president of the student body is the daughter of a home-repairing contractor; the vice-president is the son of a county commissioner. It has a staff of forty-nine teachers most of whom hold master's degrees.

The school community of Bass Junior High School consists of nine little schools, three in each grade. The three mid-year groups constitute one each and the September-enrolled groups are divided into two little schools—the "B" School and the "A" School. Each of these units consists on the average of 160 students, divided into either four or five heterogeneous sections. A homeroom teacher representing one of the subject-matter areas included in the course-of-study for the grade is assigned to each section. The professional group so constituted becomes the special staff of the little school, all of whom teach the same pupils—those in their own unit. This means that the social science teacher has in her classes only the pupils of the little school to which she is assigned. The same is true of the English, science, mathematics, and other teachers included in the diminutive staff. One member of the professional team is designated by the principal to serve as chairman. The students elect their president; the president of the PTA appoints a parent chairman. From this point each little school functions as a unit within the framework of the school community. It has its own staff; it develops (teacher-pupil planning), within the framework of the curriculum, its own program; it plans its own assemblies, parties, parents' meetings, and the like. Thus, in short, each little school operates as a small high school with an approximate enrollment of 160 students, and at the same time has access to resources that only a large school can provide.

It has been stated above that a teacher from each subject-matter area is assigned to a little-school staff. Not included in that statement are the teachers of art, vocal music, instrumental music, physical education, dramatics, journalism, and other specialists that only a large school could afford. These serve all of the little schools, each at a scheduled period in the daily program. This period is called "free choice" and is available to all students of a little school at the same period. For example, these specialists serve exclusively the students of the B-4 and A-4 Schools (High-8) at period six; The B-6 and A-6 Schools (High-9) at period two. Teachers of home economics and industrial arts serve all schools in grades seven and eight and

elective groups in grade nine on a five-period-per-week basis. One Latin and one typing teacher serve the three ninth-grade schools. It could be fairly claimed, therefore, that one of the important virtues of the little-school plan of organization is that it provides the advantages offered by both small-school situations and large-school resources.

CO-ORDINATING MEETINGS

In order to be able to use to advantage these situations and resources, staff members of each school have opportunity to meet together to discuss common problems, to discover common objectives, to plan programs, and to evaluate progress. Each little-school staff has at least two conference periods each week in school time. This is made possible by scheduling the students away from a staff into "free choices" mentioned above, most of which are two-periods-per-week situations. Since the students are under supervision of other teachers, the staff is free for conference under the guidance of its chairman. The conference may be strictly for the staff, or between staff and a student, or a small group of students; or between staff and a parent. Once a month during the conference period the staff and parents come together for informal discussion of their problems and plans. A special conference room is provided for this purpose.

It is worth mentioning here that this conference period is the point of origin of effective guidance as the Bass staff understands the term. They believe that teachers should establish several valid points of reference before attempting to guide a student. These can be located with a satisfying degree of certainty only after sharing experiences with other teachers and with parents. It is fitting to point out here that the little-school staff handles its own clinic cases. If a home-room teacher has a problem beyond her ability to solve, she brings it to the conference circle and seeks assistance from her teammates. After careful analysis of the problem, the staff might decide on a course of team action to solve the problem, or it might agree to bring the individual student into the conference circle. In extreme cases it includes the parents in the clinic staff. After full and free discussion the staff chairman insists on agreement on a program of correction and makes a record of the decision. Only after failure of all of these attempts to get the student to accept a course of action is the case referred to the principal for further treatment. Bass teachers agree that what they want is not a place to get rid of their problems, but time and conditions that will enable them to test and develop their own professional skill.

THE PRINCIPAL'S CABINET

It is obvious that there must be some means of establishing cohesion among the nine little schools. There must be a framework of policy and practice that will unify these functional units into a school community with

common objectives. It has already been said that each of the schools has a chairman, appointed by the principal on the basis of professional leadership qualities. The chairmen of the nine schools constitute the principal's cabinet. The function of the cabinet is that of policy-making, organization of school-wide activities, and promotion of school-community welfare and solidarity. The cabinet meets twice a month in the principal's office. The school stenographer takes the minutes of the meeting, mimeographs them, and places a copy in the mailbox of each staff member. These minutes are reviewed, are discussed and plans are made accordingly in the little-school staff conferences. A copy of these minutes is sent to the president of the Parent-Teacher Association in order that she might be kept informed on school-community policies. The Superintendent of High Schools also gets a copy.

THE PARENTS' PART

The parents' phase of the program is unified in a similar way. Each little-school parent chairman is a member of the executive board of the Parent-Teacher Association, the policy-making and program-building body. The chairmen report to the executive board activities and needs of their respective little-school parents group. They also interpret the policies and program of the Parent-Teacher Association to their respective parent units. The president, or a committee appointed by her, has the privilege of discussing with the principal's cabinet any matters of interest to the executive board. The large, present membership of the Bass Parent-Teacher Association, 1500, is no longer news in local school circles. It is accepted as the normal thing to expect of the Bass little-school program.

There must also be unity in the student organization of the school community. Each little school meets in assembly and holds an election to select a president and other officers. These presidents are members of the student council and participate in all of its discussions, planning, and activities. The president of the council has the privilege to appear personally or send a committee into the meetings of the principal's cabinet to present and discuss matters of interest to the council.

It must be clear now that the principal's cabinet is the central agency in the plan for unifying the nine schools into an integrated community.

STAFF ACTIVITIES COMMITTEE

There is another aspect of the organization framework that is important to a democratic community. It is what is called the Staff Activities Committee. It is composed of one elected member from each little-school staff. It elects its chairman and secretary. The chairman appoints a number of committees to handle such matters as planning professional staff meetings, staff social events, membership drives for professional organizations, Red Cross and Community-War Fund drives, gifts for new babies, wedding presents, flowers for the sick and for funerals, and organizing classes and

discussion groups to stimulate professional growth. The chairman of this committee presides at all professional staff meetings. She also signs all communications that go out from the school that convey staff opinion. A matter of vital importance may be referred to a general staff meeting for discussion and vote. The secretary takes the minutes of the committee meetings, has them mimeographed, and distributes them to all members of the staff. Matters of general policy that might be under criticism in the meeting of the committee may be brought to the principal's cabinet with the assurance of full co-operation and prompt action. The principal does not attend meetings of the committee except upon invitation from the chairman to discuss a special matter. He receives his copy of the minutes just as other staff members do.

The question may arise in the minds of some as to what becomes of department heads in the little-school plan of organization. The fact is that the present policy of the Atlanta schools is unfavorable to continuation of the office of permanent department head in the high schools. Only two such positions remain in the Bass staff, all others having been automatically abolished as positions became vacant through retirement or transfer. The practice at present is to appoint chairmen of departments who serve without extra compensation. The important difference that the little-school plan makes is that emphasis is transferred from strictly subject-matter teaching to the processes of child development, democratic living, and creative thinking. Heads and chairmen of departments still have what has always been their professional function—to help teachers with the problem of finding, organizing, and using effectively resource material. Departmental meetings are held on a monthly schedule after school hours. Emphasis is upon the special needs of individual teachers who are working in close collaboration in little-school programs with teachers from three or four other departments. Department heads and chairmen are the subject-matter supply officers who see to it that material of the right kind and quantity is available to frontlines at the right time. The supply and communication lines between the department heads (chairmen) and their teachers all end at the same point—the little-school planning conferences.

It is not out of place here to point out that there is a need to re-think the function of departmental heads and chairmen as related to the problems and plans of teachers working in close collaboration in a program of child development.

One of the delicate phases of the principal's responsibility is that of harmonizing the staffs of the little schools. Since the members work in close contact, it is essential that they be responsive to each other, that they have points of view sufficiently alike to make possible effective planning and evaluation. The very human incompatibilities that are always annoying, but seldom permanent, must be taken in consideration. The principal must

know the personalities of the staff—their philosophies, their habits, their educational backgrounds, their hobbies, their aversions—if he is successful in “tuning up” the little-school staffs for effective and satisfying professional service. The policy is to keep a little-school staff together for at least a year, for three years if conditions are favorable. If adjustments are necessary, they are made at the end of semester. The important point is that every little school begins a new semester with at least one staff member who knows the students well. This principle also accounts for the practice of keeping students in the same unit throughout the three years, unless conditions justify an adjustment.

The individual who is apt to produce discord is the one who knows all the answers, but is unacquainted with the democratic processes—discussion, teacher-pupil planning, and group evaluation are waste of time. It is the principal's responsibility to understand the needs of such a staff member and to create situations that will meet those needs and at the same time guide the teacher toward the goals of the school community. It is common belief among the staff members that the little-school conference periods have provided the most satisfying professional experiences they have ever had. That, it can be admitted, is one of the hoped-for outcomes of the little-school plan of organization.

THE GOALS OF THE LITTLE SCHOOL

Nothing has been said so far about the goals which the framework of the little-school plan is designed to aid in achieving. Organization, after all, must be the servant of purpose. It makes sense only as it gives expression to intended direction. Purpose comes first; but when organization is fitted to it, their relationship is best interpreted by the expression “The Word became flesh.” So rather than state in a formal way the goals the staff had in mind in setting up the little-school framework, it seems more fitting to present the “flesh” which represents the outcomes in which the original purposes are evident.

EVALUATIONS

The remainder of this article, therefore, will consist of appraisals of the little-school plan and evaluations of its situational outcomes by staff, parent, and student representatives. Staff opinion and attitude are presented by Miss Angela Wilkerson, chairman of the Staff Activities Committee. The points of view that she expresses are those contained in the minutes of an informal discussion conference in which a non-cabinet member from each little-school staff participated. The appraisals by the parents are the work of Mrs. Frank R. Mock, president of the Parent-Teacher Association, and Mrs. Charles LaFontaine, parent chairman of the B-3 School. Harriet Low, who entered Bass from another high school and is now a junior in senior high,

presents the point of view of the student. Instead of apologizing for the repetitions that appear in the expressions of these contributors, this writer desires to emphasize them as being significant. Each wrote entirely independently of the others.

AS THE STAFF SEES THE LITTLE SCHOOL—ANGELA WILKERSON

The teachers of Bass Junior High believe in the little-school plan. Experienced teachers who have come to Bass from other schools in the state and out of the state, beginning teachers, as well as teachers who had a part in the first little schools are quick to say that the plan offers advantages unknown to the traditional organization of a school. In teacher-pupil, teacher-teacher, teacher-parent, and teacher-principal relationships advantages are apparent.

As a result of the physical set-up of the little school, the opportunities for desirable teacher-pupil relationships are multiplied. With the gradual expansion of the social group from home to grammar school to the little-school organization of junior high, the student does not have a feeling of being lost, but, on the other hand, has a feeling of security. Observation proves that the feeling of security is the secret of finer attitudes. The conference period, likewise, is instrumental in the building of finer attitudes inasmuch as the conference period offers opportunities for the teachers of a staff to confer with each other concerning an individual student, with students themselves, with parents, or with students and parents.

By a conference with a student a teacher has a better understanding of the personality of the pupil, and by a conference with the other teachers of the staff (who, of course, teach the same pupil) the teacher learns the work habits and progress of the pupil in other classrooms. Obviously, by this process the teacher may better learn the needs of her pupils.

To meet the students' needs teachers have the advantage of considering together a form of attack and of agreeing upon a unity of attack for pupils' problems. A definite and regular means of checking on pupils' progress is another result of the teachers conferring and planning together.

Within the small unit of a little school students enjoy a greater opportunity for self-expression and development than large groups could afford. By planning and by participating in frequent little-school assemblies, students, who otherwise could seldom, if at all, participate in an assembly for a large high school, play contributing and meaningful parts.

Bass teachers say that still another noticeable outcome of the little school is its opportunities for friendliness which it grants for students with students, students with teachers, and teachers with parents. Still another result of the plan is improvement in subject-matter. Teachers and students are conscious of a general unity that may be accredited to the frequent planning. Teachers themselves are made to see beyond the narrow bounds of one

field and one subject. To teach students subject-matter that is practical and meaningful to their lives is an objective of education which the little school accomplishes remarkably well as a result of learning the needs of the students, understanding the pupils, planning, and relating subject-matter.

In addition to offering teacher-pupil relationships that are unique, the little school fosters stimulating teacher-teacher relationships. Teachers experience the joy of working together professionally. Through their associations they gain knowledge from each other of subjects other than one's own field of specialization, and they gain helpful suggestions about current literature. Or one teacher may inform another teacher about a mutual pupil. All of this sharing promotes a spirit of friendliness and democracy.

Another desirable outcome of the program has been the achievements in teacher-parent relationship. Parents and teachers alike agree that the small-group meetings of parents present possibilities unknown to meetings of large groups of parents and teachers. When only a small group of parents and teachers meet together periodically, they come to know each other. Thus, again, the teacher is privileged to have a deep understanding of the students she teaches. In the little-school parent-teacher meetings, the programs most often are in the form of discussions. The subject of the discussion may be any problem which is common to the particular age-group of the little school. Here is an opportunity for parents to benefit from each other. That teachers and parents possess a concern for social growth as well as mental growth is evidenced by the topics of discussions entertained in the group meetings. The fact that a parent may come to the teachers' conferences at any time she or the teachers desire to discuss the progress of her child, is proof that the little school provides a program for close co-operation of parent and teacher for the development of each individual.

In the realm of teacher-principal relationships the staff realizes the advantages of the plan. By means of the cabinet each teacher feels that she has a part in school affairs. As a result of teacher and principal understanding of common purposes, there is a calming influence which overflows into the realm of pupil-teacher relationships. Believing that what a professionally trained person really wants is the opportunity to solve her own problems, the principal created a situation in which teachers can. By meeting their own situations teachers develop a feeling of mastery from which springs a sense of well-being and fine morale. When a little-school staff and parents succeed in handling their own adjustments, which, except for extreme cases it can, the little-school organization is relieving the administration of many problems. Thus, the principal has more time for activities that promote the well-being of the entire school community.

That the little school manifests strength in all spheres of relationships has been explained. Now there are developmental aspects which have come

from the plan. Foremost is the spirit of community-mindedness with the school itself called the Bass School Community. Within the school community there is a sense of concern for others. An appreciation for the building and the sustenance of morale are other developmental aspects which the staff accredits to the plan.

The Bass staff does not consider its little-school program perfect or flawless, but it does consider the plan a definite step in the right direction of education. The group is aware of problems which exist. There are conference periods which cannot be attended by all teachers because teachers of elective subjects must teach students of other little schools. In the event of a clash of personalities in a little-school staff the progress of the little-school is hampered. Sometimes there is a problem of too many meetings. Also, in many cases, the pupil load is heavier than it should be if teachers are to develop students to the degree that the little-school plan would facilitate. However, future growth and development can be assured by one fact: The Bass staff believes in the little-school plan!

THE SCHOOL FROM THE PUPIL'S STANDPOINT.—HARRIET LOW

Having gone to other high schools in Georgia before entering Bass, I was surprised to learn of the little-school procedure which was being carried on so effectively. Usually when a pupil enters a school in the middle of the semester, it takes a long time for him to feel "at home." This is definitely not true at Bass. Instead of being a minor part of a student body in which no one seems to be interested in him, he is an individual in a smaller group. He soon learns that this group has been organized in order to make it possible to work with others as comrades, toward the higher goal of making the entire school a better place in which to work and play. There are several reasons why I think that the little school plan is a splendid approach to the solution of the problem—how to make a pupil feel that he is important part of the school and take an interest in the activities.

The first and most important thing is that pupils have a better chance to develop their abilities in a smaller group than they do in a large one. Many pupils have excellent leadership ability which would remain undiscovered were it not for the little-school group. I think that it is very important that we actually think of the little school as the name implies. In any school certain pupils will inevitably stand out above others in their talents; therefore, if a school is subdivided into smaller schools more pupils are given the opportunity to prove their qualities.

One of the best things to come out of the little-school idea is the increased social activity of the groups. We all realize that we can have more fun if the group participating in the activities is not too large. For such activities as skating parties, weiner roasts, and various forms of recreation, the little-school group is just about the right size.

Because a smaller group of people are working together it is also possible to have a greater number of constructive assemblies in which many of the students can participate. Naturally there are various drives such as salvage and the sale of war bonds and stamps going on in the school at all times. These drives can be handled very successfully through the little schools. Also these groups have a very important part in the competitive activities of the school. Since it is natural for us boys and girls to like friendly rivalry in our sports and other activities, the little schools offer suitable groups to compete against each other. Summing it all up, I think that the little school plan offers to the students a chance to put into practice the real meaning of democracy and to accomplish by working together in a small group many things which would otherwise be impossible.

A LITTLE-SCHOOL PARENT CHAIRMAN EVALUATES.—Mrs.
CHARLES E. LaFontaine

As a parent and chairman of the youngest little-school group at Bass Junior High, this past year has been one of satisfaction and gratification. We parents worry when our children make the big change from little tots in grammar school to adolescents in a huge junior high school, because, though they are excited and thrilled, they feel mostly scared and lost.

The little school immediately helps parents and children to feel at home, for an atmosphere of friendliness, interest, cordiality, and informality prevails. Having the same staff for each group is most beneficial, so each student's progress and weak points may be studied. Parents are welcome at faculty conferences. Both parents and pupils take great pride because they work together for three years.

In contrast to the big Parent-Teacher Association meetings, informality prevails at the little-school meetings, as parents and teachers sit in a round-table discussion. Often a problem is presented that has been worrying several parents. Parents get inspiration, as, for instance, a mother tells of her child's successful experience with his allowance, and how he budgeted with wise spending and saving. Others discuss problems of leisure hours, radio, and movies.

I feel that junior high years are golden-rich in opportunities for understanding and guidance for parents and teachers. I also feel that the little school has answered a great need, and that it is tremendous success because happiness prevails at Bass.

AS A PARENT SEES THE SCHOOL.—Mrs. FRANK R. Mock

We parents like the little-school plan, because it gives us a better workable system for the promotion of better understanding and relationships in a large school. Each of the little schools has its own parent organization, which functions within the framework of the large Parent-Teacher Association.

Our monthly meetings are really small, informal discussion groups under the leadership of the little-school teaching staff. Many topics have been discussed such as: "The Value of the Report Card"; "How Much Help Should I Give My Child at Home?"; "Bridging the Gap between Elementary School and Junior High"; and "What to Do with Leisure Time."

Within each little-school group the teachers' attendance at these discussions, with their viewpoints and counsel on the questions asked, has given us an opportunity to know them better, and to feel that, although our children are in a very large school, they belong to a smaller unit in which they receive individual attention.

Our meetings give a better understanding on the part of parents of the aims, ideals, accomplishments, and methods of modern teaching. The informality of our smaller group meetings means that all are able to get down to concrete problems, rather than to deal with generalities. It encourages every parent to take part in the discussion. We feel that since our school has streamlined its organization in all of its phases, it has developed a plan of organization that has provided opportunity for us to get closer to our children, our teachers and each other.

CONCLUSION

The creators of the little-school plan as used in the Bass Junior High School make no fantastic claims for its virtue. They admit that it was designed to serve their specific educational purposes. They make no pretense that it will serve other schools as well as it has theirs. They readily admit that many improvements need to be made. They do not intend for it to get fixed, but to be continuously under critical study. They acknowledge with profound appreciation the help they received from dozens of other schools they visited before the plan finally took shape.

The Bass staff is especially grateful to Miss Margaret Willis, Ohio State Laboratory School, who gave them the seed of the plan when she remarked to a small group of them at an educational conference in New York City in 1938: "I can see no way out for the large public high school except to break down its large student body into small units." They recognize with appreciation the assistance of Dr. Hilda Taba, University of Chicago, Dr. Harold Alberty, Ohio State University, and Dr. Lawrence Haskew, Emory University, in making adjustments that have been most effective. They know that nothing would have come of their efforts had it not been for the favorable and encouraging attitude of the administrative staff of the public school system of Atlanta. And, finally, they recognize with profoundest appreciation the magnificent spirit of co-operation, helpfulness, and understanding that has been manifested in the program by the parents and students.

"That's the most understanding group of parents I have ever met," remarked Dr. H. H. Giles after having led the discussion in one of the little-school parent conferences.

SECTION III

Special Administrative Aspects

Entrance; progress; promotion; records; administrative provisions for adapting program to student needs; schedules; library service; audio-visual aids.

Administration Provisions for Adapting the Junior High School Program to Pupils

Time Use in the Junior High School Program

Junior High School Records

The Administration of Attendance

Library Service in the Junior High School

The Administration of Audio-Visual Service in the Junior High School

Administrative Provisions for Adapting the Junior High School Program to Pupils

STANLEY FORD HOWLAND

Principal, Franklin Junior High School, Long Beach, California

IN Franklin Junior High School, English and social studies are combined in a two-hour period with the same teacher. So far as possible each teacher has three groups of the same grade in order that the room may be equipped with a maximum supply of texts, maps, and equipment suitable for that grade. As the teacher load is five periods daily, each class, in turn, is scheduled for a six-weeks unit of literature for one of the two English-social studies periods. This arrangement provides a conference period which might have been provided with any phase of the English or social studies being withdrawn for a period for one third of the semester, but literature was chosen here because one of the teachers was qualified to make an unusual contribution in that field.

Besides giving pupils the advantage of the best available teaching in these fields, the double-period procedure vitalizes the English by using content material about which pupils must speak, debate, and write in their social studies classes, and makes expression in social studies more effective because both teachers and pupils are concerned not only with *what* is said, but also with *how* it is said.

This program also reduces the number of different teachers each pupil has and makes one less room change daily, which seems to have a stabilizing effect. Most teachers in either of these fields are rather well prepared to work in both. A program should recognize special teacher ability as well as special pupil needs and ability if pupils are to receive the best which a faculty has to offer.

A group of non-academic pupils, or "slow learners," has been selected from each grade and programmed for three periods (half a day) with the same teacher, who gives them all their academic work. For the other half day, they work as any other class does, in non-academic fields—art, music, shops, home arts, agriculture, and physical education, which is required of all pupils by California state law.

Teachers were carefully selected for these groups from those who undertook the work voluntarily and prepared themselves during the preceding year by means of a series of conferences and "work shops." The limited ability of the learners called for goals and curriculum material far below junior high school level. Simple arithmetic processes, spelling, language usage and reading on a vocabulary level to suit the learner's ability, very simple science understandings, some fundamental facts about the history, geography and government of our country and our relation to the rest of the world, and

simple discussions of current news make up the curriculum content, with each teacher free to use her discretion as to how much to attempt. As part of the school, these classes differ little from any other class. Curriculum, method, and materials of instruction, however, must definitely differ to fit individual needs and capacities.

Such radical departure from the usual junior high school curriculum calls for entirely different materials of instruction. Textbooks are sought which will fit the social level without going beyond the vocabulary level of the pupils. It is desirable to secure books which do not indicate to pupils the grade level. A library of such books is being gradually accumulated. Arithmetic work-books have been added, beginning with the third-grade level. Spelling lists are made from the pupils' own work.

SLOW-LEARNING CLASSES

The most significant departure, however, from normal junior high school procedure, is the change in method. Slow-learning classes are kept at a maximum enrollment of twenty, so that the teacher may know individual problems, peculiarities, and abilities and use strengths to build a sense of success. Inasmuch as the completion of a course of study is not contemplated, teachers feel free to discover and develop any capacity a pupil may have, without undue concern about "subjects" which are not understood. The primary purpose is to help the pupil to find some field in which he can succeed, and to make him a thoughtful, confident, self-respecting, socially-concerned citizen with the ability to support himself and to participate intelligently in community life. These groups participate on an equal basis in all school activities, electing their own representatives to the Representative Assembly (student government), taking part in drives, athletics, and other student affairs. Because of their reading difficulties, an earnest effort is made to teach them to listen critically. Probably most of their adult opinions will be based upon what they hear over the radio, on the job, and on the street. It is important, therefore, that they hear thoughtfully.

MODIFIED CLASSES

A supplement to the slow-learning group is a "modified" group in each grade. These pupils can do regular junior high school work in smaller quantities or in somewhat modified form if grouped so that they can go at their own speed, and in small enough classes to enable teachers to discover individual needs and do something about it before pupils fall hopelessly behind. These classes have been held to an enrollment maximum of thirty. These pupils follow the regular schedule for their classes. With an enrollment of about 340 in each grade, one slow-learning class of twenty and one modified class of thirty meet the needs of this school satisfactorily. Of course, this necessitates normal classes with enrollments of forty to forty-five, unless the authorities recognize that his extra service is worth extra teacher help and increase the quota to meet the need.

While IQ is not regarded as a point, and does not, therefore, constitute an arbitrary boundary, the slow-learning class is made up of those below 75 IQ and the modified class of those from 75 to 90 who are not keeping up in their academic classes. An important by-product of this grouping is the indirect benefit to the classes from which the slow learners have been removed. It is no longer necessary for alert, enthusiastic learners to wait interminably for the slow ones to understand enough so that the class can proceed. The average student can no longer feel smug and self-satisfied because he knows so much more than some others in his class. He is constantly challenged by his equals.

While every effort is made to avoid the attachment of any stigma to these special groups, some explanation of such unusually small classes is necessary to satisfy the pupils themselves. They have been told that they were brought together in small classes because their school work had been hard for them and in small groups the teachers could give more individual help. The comment of one ninth-grade boy was, "We like this class. We know we can try without having everyone laugh at us."

FAST-LEARNING CLASSES

Plans are now well under way for the formation next fall of one "fast-learning" class in each grade. Curriculum consideration presents two possibilities, the accumulation of advanced credits or enriched experience without grade acceleration. Inasmuch as the latter requires no board of education approval, it is the line of present development. Two plans of enrichment are being formulated, broadened scope in subject fields and opportunities for social service. The first is self-evident, but the second needs explanation. The school has a strong student organization based upon the belief that secondary schools must discover and develop democratic leadership which is strong, honest, intelligent, understanding, and genuinely interested in social improvement; that the schools must also develop a followership which is constructively critical, knows how to select such leadership, and will tolerate nothing less. "Fast learners" who are socially conscious, or can be made so, can find ample opportunity to render social service to their school in experiences which will constantly challenge their initiative, creative ability, and leadership and keep them profitably occupied with work which has high educational value. Study is now under way for the development of such "service classes" for each grade, with supplemental broadened scope in the subject fields. The plan is to develop both social and scholastic leadership.

These special administrative provisions for adapting the program to the needs of the pupils are in addition to the regular counseling service of home-room teachers—a counselor, a vice principal, and a half-time dean of girls who spend a considerable amount of time in conferences for individual pupil adjustments, involving work habits, attendance, attitudes, home relationships,

pupil-teacher relationships, program changes, and other matters which affect pupil success in school.

SUMMARY

1. The program is planned to utilize teacher ability so that pupils may get the best possible instruction. The combination of English and social studies emphasizes functional values of each field, and reduces pupil changes without taking faculty members out of the fields in which they are prepared to teach.
2. From each grade one group of twenty "slow learners" has been placed with the same teacher for all academic work. Their work fits their needs and capacities, without regard to regular grade requirements.
3. From each grade there is also selected a "modified" class of thirty pupils who can carry minimum essentials with a considerable amount of teacher help.
4. Benefit accrues, not only to the slow learners, but also to the classes from which they have been taken. Other pupils are no longer required to wait for the very slow.
5. Pupils and teachers are finding this grouping satisfactory.
6. Plans are now under way for the selection and activities of "fast-learning" classes, in which social leadership will be stressed.
7. Individual counseling service is provided by home-room teachers and the administrative staff.

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Time Use in the Junior High School Program

A Report of Elizabeth, New Jersey Public School's Study

[Editor's Note: In the fall of 1943 a committee composed of Wm. Halloran, Raymond S. Clark, Ralph P. Gallagher, J. Ely Van Hart and Merrill P. Paine, *chairman*, was appointed by the late Dr. Ray E. Cheney, then Superintendent of Schools, Elizabeth, New Jersey, to study current subject-time allotments in the junior high school. A questionnaire was sent to fifty-six cities from which forty-three replies were received in time for use in the summary. This article reports some very interesting facts about the current status of the junior high school curriculum. It is produced below with permission of and through the courtesy of the above committee. To save space the questionnaire form is not repeated here but the questions asked appear at the head of each section of the report. It should be noted that the total number of replies to each question is the total number of schools replying to each question.]

* * * * *

QUESTION I. *Total number of periods per day.* (Number of replies—40)

Four schools had eight-period days, 21 had seven-period days; 14 had six, and one had five. The seven-period day is chosen by approximately one half the schools reporting, with the six-period day selected by about one third. These do not include generally short home-room periods. A breakdown by periods and minutes follows in the answers to *Question II*.

QUESTION II. *Length of each period in minutes* (inclusive of passing time). (Number of replies—36)

Only one school reported a 60 minute five-period day while seven schools reported a six-period day of 50 minutes, and two schools of 60 minutes. The seven-period day had the greatest variations in period lengths—two schools had 40-minute periods; seven schools, 45-minute periods; eight schools, 50-minute periods; and two schools, 55 minute periods. Only four schools reported an eight-period day, these being 40 minutes in length.

It was found that the 50-minute period was more popular than any other, appearing in slightly less than one half the schools and nearly equally divided into a seven- or a six-period day. A full home-room period is included when reported. Short home-room periods are omitted.

QUESTION III. *Are subject departmentalized?* (Number of replies—39.)

Twenty-three schools reported departmentalization entirely in grade seven, twenty-five in grade eight, and twenty-six in grades nine. Seventeen schools reported only partial departmentalization in grade seven, fourteen in grade eight, and also fourteen in grade nine.

QUESTION IV. *Are the subjects combined or integrated?*

Answers to Question III and IV should be read as a unit. In only two school systems on the Pacific Coast is a thoroughly integrated program reported, and even in those schools the questionnaire was checked as partly

departmentalized. Some school systems reported limited departmentalization in grade seven and an increase of it in grades eight and nine. In the detailed reports on the seventeen schools reporting partial departmentalization in grade seven, it was noted that combinations of subjects followed no definite pattern. English and social studies appeared together more frequently than other combinations. In the reports, however, it was stated in seven instances that combinations were made according to the capacity of the teaching force. The conclusion is that this governs the pattern of combination more frequently than the factor of integration. A few schools reported a desire to limit departmentalization and a few were preparing to take the necessary steps.

A detailed account of the seventeen schools reporting limited departmentalization follows:

<i>Los Angeles</i>	— English and social studies; related art and music.
<i>Pasadena</i>	— English and social studies; arithmetic in seventh grade. Next year integration in all grades.
<i>New Haven</i>	— English and social studies.
<i>Wilmington</i>	— English and social studies; mathematics and science.
<i>Washington</i>	— Limited in seventh grade, increases until the ninth.
<i>Brockton</i>	— English and social studies; mathematics and science in one grade next year.
<i>New Bedford</i>	— History; geography; civics.
<i>Springfield</i>	— Revision generally away from departmentalization.
<i>Kansas City</i>	— No eighth grade. English and social studies in seventh and ninth.
<i>Montclair</i>	— Varied combinations.
<i>Passaic</i>	— English and social studies.
<i>New York City</i>	— English and social studies; mathematics and science (in some cases).
<i>Rochester</i>	— English and social studies in the seventh grade only.
<i>Schenectady</i>	— English and social studies in the seventh grade only.
<i>Troy</i>	— English and social studies in the seventh and eighth grades.
<i>Allentown</i>	— English and social studies; mathematics and science; varied as in Montclair.
<i>Providence</i>	— English and social studies.
<i>Racine</i>	— History and geography.

QUESTION V. *Required and elective subjects in each grade (exclusive of clubs) and time allotments.*

The following tables summarize the subject programs of the schools reporting. Not all schools submitted programs of study for every grade. Programs were received for grade seven from 38 schools, for grade eight from 39 schools, and for grade nine from 38 schools. The 38 schools tabulated are not necessarily the same 38 schools in every grade. One system, for instance, submits no eighth-grade program, while another submits no seventh-grade program, and another no ninth-grade program. In some systems no eighth grade exists while in others the system is on a 6-2-4 basis. In the latter case the program for the ninth grade is not counted. Table I found on the following page indicates the subject that is offered, the number of periods per

week it is taught, and whether it is offered for half a year or for a full year. The top half of the table includes required subjects and the lower half, electives. Such subjects as spelling, safety, and library are not included. They are stated on a later page, Table VII.

TABLE II. SUMMARY OF REQUIRED AND ELECTIVE PROGRAMS

Number of schools reporting	38	39	38
	Grade		
Subject	7	8	9
REQUIRED			
English	all	all	all
Social Studies	all	all	26
Mathematics	all	37	24
Science	15	17	19
Health & Phys. Ed.	all*	all*	all
Shop & Home Economics	30	30	6
Music	34**	29**	14
Art	33	27	8
Music or Art—in two instances each a required elective for one semester in grades 7, 8 and 9.			
Business	1	3	0
ELECTIVE			
Social Studies	0	0	11
Mathematics	0	2	18
Science	0	2	16
Health & Phys. Ed.	1	1	0
Shop & Home Economics	2	10	28
Music	6	11	24
Art	6	11	29
Jr. Business Training	1	9	21
Typing	0	3	9
Foreign Language	3	7	11
Latin	1	13	20
French	4	9	13
German	3	1	3
Spanish	3	3	5
Italian	3	2	4

* In one school an additional elective.

** In 6 schools an additional elective.

Table V shows that science for at least two periods for half a year is required in 15 of the 38 schools reporting in grade 7; 17 schools in grade 8; and 19 schools in grade 9. In 12 schools it is required five periods a week for a full year in the ninth grade.

The two periods per week (Table VI) for health and physical education appears more frequently than any other, with the five periods per week requirement occurring only 5 times in grade 7, 6 times in grade 8, and

TABLE III. SUBJECTS ARRANGED IN COMBINATIONS AND CONSTITUTING A REQUIRED CORE IN ALL GRADES

(38 schools reporting)

<i>Subjects</i>	<i>No. of Schools</i>
English and Physical Education	6
English, Physical Education and Social Studies	5
English, Physical Education and Mathematics	5
English, Physical Education, Social Studies and Mathematics	7
English, Physical Education, Mathematics and Science	1
English, Physical Education, Social Studies and Science	2
English, Physical Education, Social Studies, Mathematics and Science	11

TABLE IV. TIME ALLOTMENT IN REQUIRED SOCIAL STUDIES

(38 schools reporting)

SUBJECT	GRADE 7				GRADE 8					GRADE 9				
	$\frac{1}{2}$ yr.		1 year		$\frac{1}{2}$ yr.		1 year			$\frac{1}{2}$ yr.		1 year		
	5	3	4	5	4	5	3	4	5	5	2	3	4	5
	per.	per.	per.	per.	per.	per.	per.	per.	per.	per.	per.	per.	per.	per.
Social Studies	1		2	23	2		3	21		1	1	1	6	11
History			1	1	1 $\frac{1}{2}$	1	1		2					
Geography			1	2	1 $\frac{1}{2}$	1		1						
History and Geography (2 classes)		†*	*	4			†*	1	2					
Civics														4

LYNN—community civics, 2 periods in 9th.

* TRENTON—history and geography, 4 and 3 in 8th, 4 each in 7th.

SCHENECTADY—English and social studies, 15 periods in 7th.

† TROY (1 school)—social studies, 7 per. in 7th, 6 per. in 8th.

‡ ALLENTOWN—history and geography, 3 periods each in 7th.

ALTOONA—8th grade geography includes science.

MILWAUKEE—social studies, 7½ per. in 7th and 8th.

Core with English—10 periods per week in 2 California schools.

38 schools require social studies in grade 7

38 schools require social studies in grade 8

26 schools require social studies in grade 9

Note 1. 26 schools require a total of 5 periods in grade 7

23 schools require a total of 5 periods in grade 8

15 schools require a total of 5 periods in grade 9

2. Social studies in the first line of the table includes both history and geography as one subject.

3. History and geography are tabulated as separate subjects in the second and third lines.

4. History and geography are tabulated together (fourth line) as two distinct classes in four cases in grade 7 with five periods each; one case in grade 8 with four periods each; and two cases in grade 8 with five periods each.

5. Irregular reports are stated below the table proper. All cities marked by insignia are included in the table. Those not so marked are not included.

TABLE V. TIME ALLOTMENT FOR REQUIRED SCIENCE
(38 schools reporting)

SUBJECT	GRADE 7					GRADE 8					GRADE 9				
	$\frac{1}{2}$ year		1 year			$\frac{1}{2}$ year		1 year			$\frac{1}{2}$ year		1 year		
	4	5	2	3	4	4	5	1	2	3	4	5	2	4	5
	per.	per.	per.	per.	per.	per.	per.	per.	per.	per.	per.	per.	per.	per.	per.
Science	1	2	6	5	1	2	2	1	6	1	3	2	3	4	12

TABLE VI. TIME ALLOTMENT IN HEALTH AND
PHYSICAL EDUCATION
(38 schools reporting)

SUBJECT	Periods for full year														
	GRADE 7					GRADE 8					GRADE 9				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Phys. Ed.	2	10	3	2	1	1	10	3	3	2	1	10	4	1	5
Hygiene	3						1								
Health & Phys. Ed.		4	5	3	4		6	3	3	4	1	7	4	1	3
Science and Hyg.							1	1					1		

8 times in grade 9. In two instances, the reports stated that additional time was to be found, beginning September, 1943. It will be noted that physical education alone is mentioned 18 times and the combination of health and physical education, 14 times. There is no way to tell whether health education is included in the programs of the 18 schools using the single term. The offerings of hygiene in grades 7 and 8 are in addition to physical education.

FOREIGN LANGUAGE OFFERINGS IN 8TH GRADE

General foreign language or a special foreign language as an offering appears regularly in seven schools for half a year; in eleven schools for one full year. A detailed statement for each system is submitted as follows:

Oakland: Foreign language, one full year.

New Haven: Exploratory foreign language or commercial occupations—2 periods for one year.

Peoria: Latin, French, or Spanish—3 periods for $\frac{1}{2}$ year.

Fall River: Latin or French—5 periods for full year—elective.

Lynn: Latin, French or Spanish—5 periods for full year. (grade 7 also)

New Bedford: General foreign language—1 period for $\frac{1}{2}$ year.

Somerville: Latin, French, Spanish, German, Italian—4 periods for full year (grade 7 also)

Detroit: General language— $\frac{1}{2}$ year in 8th grade.

Montclair: Latin, French—5 periods for full year.

Trenton: Latin—3 periods for full year.

New York City: Foreign language—3 periods for $\frac{1}{2}$ year.

Schenectady: Exploratory language—5 periods for 10 weeks.

White Plains: General language—2 periods for 10 weeks.

Cleveland: Foreign language—5 periods for full year (also in 7A)

Allentown: Latin—2 periods for full year.

Philadelphia: Introduction to foreign language in last half of 8th grade.

Reading: Latin—3 periods for full year.

Providence: French, Latin, Italian—2 to 4 periods for full year.

TIME ALLOTMENT FOR GUIDANCE

Several school programs included guidance as a distinct subject for one year. In grade seven, 6 schools offer guidance one period per week while one school offers it one period per week. In grade eight, 8 schools offer it one period per week and 3 schools, two periods per week. In the ninth grade, 4 schools offer guidance one period per week; one school offers it two periods per week while another school, five periods per week.

Three school systems offer commercial occupations—New Haven, Scranton, and Providence. Civic occupations (2-4 periods) is offered in White Plains. One system offers one-half year of guidance in the eighth grade.

TABLE VII. MISCELLANEOUS REQUIREMENTS

SUBJECT	GRADE 7			GRADE 8		GRADE 9
	1 per.	2 per.	3 per.	1 per.	3 per.	1 per.
Library	6			2		3
Penmanship	4	2				
Personal Fitness				1		
Safety				N. Y. C. included in other lists. Oakland—1 unit.		
Spelling		1	1		1	

QUESTION VI. *What exploratory subjects are offered?* (Number of replies—29)

GRADE 8 Subject*	2 per. 1 year	3 per. ½ year	4 per. 1 year	5 per. ½ year	6 per. 1 year
Algebra			1		
Science		1			1
Shop & Home Economics	1	1	2	2	1
Music		1		2	1
Art				2	1
Jr. Business Training	3	1	1		1
General Language	1			1	
Foreign Language	1		2	3	1

*No exploratory subjects—10 schools

Irregular returns:

Los Angeles: lost list of electives—but tabulated as exploratory.

Passaic: in grades 7 and 8, 10-week periods in each shop are regarded as exploratory.

Lynn and Somerville: languages, home economics and industrial arts, and junior business training in 7th grade also.

Kansas City: Grade 7—practical arts regarded as exploratory.

Grade 9—general science regarded as exploratory.

Rochester: 5 periods for 9 weeks—foreign language, commercial, agriculture, industrial arts, and home economics not counted.

Schenectady: 5 periods for 10 weeks—exploratory language, art, industrial arts and home economics not counted.

Troy: Considers all eighth grade subjects exploratory.

White Plains: 2 periods, 10 weeks each—elements of business and general language not counted.

Cleveland: electives in grade 7A—foreign language, etc., 5 periods a week for 20 weeks; electives in grade 8—typing, foreign language, home economics and industrial arts, news writing and dramatics, music—5 periods a week for 40 weeks not counted.

East Cleveland: Considers all elective subjects as exploratory not counted.

Altoona: science, shops—4-5 periods, 1 year in 9th grade.

Erie:—art, shop, domestic arts considered as exploratory in 7th and 8th grades—2 periods a week, 38 weeks not counted.

Providence: long list—most counted; news writing, penmanship, and typewriting not counted.

Milwaukee: Considers all industrial arts in all grades and commercial in grade 9 (5 periods for 38 weeks) as exploratory.

Racine: Considers all shop, home economics, science, and mathematics as exploratory.

The matter of exploratory subjects is very confusing. Some systems consider everything in junior high school as exploratory. Others ignore the questionnaire. A few schools only submit definite data for Grade 8, which is tabulated.

QUESTION VII. *When may students first choose their curriculums?* (Number of replies—39; two have duplicate entries)

Five schools reported that pupils first choose their curriculums in grade seven, five in grade eight, and twenty-three not until the ninth grade. Courses are not organized into curriculums, but general electives begin in grade 7 in one school and in grade 8 in seven schools. Two systems elect course for both eighth and ninth grades. Racine and Nashville offer no foreign language in any grade. Detroit offers practical arts elective in 7th grade and languages and business practice in the eighth grade. Most schools begin their curriculums in grade 9.

QUESTION VIII. *Are programs made out on the individual basis, class basis, or on both?* (Number of replies—33).

Eighteen schools (2 in the ninth grade only) reported that programs are made out on the individual basis, eleven (2 in the seventh and eighth grades only) on the class basis and one (Passaic) on both the individual and the class basis. The replies to this question indicated that the individual basis predominates.

QUESTION IX. *Is guidance other than counseling offered in assigned periods by a special guidance teacher; in home rooms; or integrated with other subjects?*

An analysis of the replies to this question reveals that four schools have regularly assigned periods for guidance by a special guidance teacher, ten schools use the home-room period, while four schools use a combination of these two plans. Twelve schools use the home-room and integrate guidance with other subjects. Two schools have definitely assigned periods of guidance given by a special guidance teacher as well as integrated guidance with the other subjects while two other schools use a combination of all three plans.

QUESTION X. *Are you contemplating any change in your junior high school program?* (Number of replies—29)

Thirteen schools answered *yes* and sixteen schools, *no*. Pasadena replied that it is now outlining source units. Washington expects physical education to be raised from two to five periods per week. Brockton reported that it contemplates breaking down departmentalization. Kansas City plans changes incident to the inauguration of an eighth grade in 1946-47.

Passaic is establishing a home-room organization with a full 40-minute period for each class. New cumulative record plans are being started. New York City and Schenectady are making a general revision of the curriculum. Troy is dropping art in the ninth grade owing to war. Utica is reducing the amount of time devoted to social studies and is introducing remedial reading. East Cleveland hopes to add foreign languages in grade 8A. Altoona is adding time to physical and health education and is introducing practical mathematics in the ninth grade. Racine is revising the social studies program and is placing more emphasis on economic geography and obtaining greater correlation between history and geography. More emphasis is given to civics and occupations in the ninth grade.

* * * *

[Editor's Note: It may be of interest to some readers to evaluate current practice as revealed by this study in the light of Dr. Harold Alberty's article on the junior high school curriculum in this issue of *The Bulletin*. The two can become the basis for some real study by principals and school faculties. The conventional thing and the easy thing for any school to do is to check its practice against what most schools are reported to be doing. But before any school decides on the basis of such a comparison "to let well enough alone" perhaps it would be well to check against Dr. Alberty's proposals. It is also well to recall that such conventional course-names as English or social studies may cover both the most conventional and formal types of instructional programs and those which have been most completely adapted to the needs of youth. Each school needs to ask itself to what extent do conventional course titles serve as a convenient title to cover an instructional program which is our best effort to put the best curriculum theory into practice.]

Junior High School Records

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THE guidance program in any school depends largely on the use, development, interpretation, and availability of the pupil's school record. We shall not discuss the elements of a total guidance program in this article, but rather, list some of the administrative essentials necessary in the development of a cumulative record.

THE CUMULATIVE RECORD

A few years ago a study was made of the records in some 500 secondary schools. The only uniformity in the records studied was the recording of the pupil's name. Now, if the purpose of a record is to facilitate more efficient teaching, and to serve as a guide in the growth and development of the pupil, then we must decide what to record to attain this goal.

We believe that the cumulative record should be a continuous vehicle from the elementary through the secondary schools. Some of the items to be listed as essentials in the junior high school may have been started in the elementary and may just be the beginning of a plan that will be continued into the tenth, eleventh, or twelfth grades. This theory has been brought home to us quite forcefully during these war years when military and government security measures have required a record that provides a picture of the individual.

The following basic assumptions should serve as a guide in the development of a record system:

1. Every child is entitled to the benefits of an adequate school record.
2. All cases of referral call for adequate data on which to base wise counseling.
3. The total educational program of the child goes beyond the school program.

If one accepts these basic assumptions he must then outline the basic materials necessary to fulfill these requirements. It is intended to list only the minimum essentials that have been found to be uniformly necessary in all records—many present day records include all these and many more—any additional information required may depend on the whims of administrators, counselors, and the like. These are: (1) personal history, (2) scholastic record (knowledge, skills), (3) behavior or trait record, (4) health summary, (5) attendance, (6) test data interpreted, (7) anecdotal or summary information indicating growth and development, (8) extracurriculum experience, (9) occupational preparation and work experience, and (10) space for follow-up data. These are not listed in order of importance. The total picture presented when these ten items are interpreted answer the questions that the pupil, the family, and the community have a right to know, *i.e.* "What can he do?" "What has he done?" "What kind of person is he?" and "How can we assist in his planning for adult citizenship?"

From an administrative standpoint this record should follow the pupil through the elementary, junior high, and senior high schools. It should be readily available for any post-high-school training, retraining, placement, and follow-up program.

Clerical time for such a record program can and should be reduced to a minimum through mechanical reproduction. The chance for error in recopying records is very high. The cost of manual reproduction is even higher. Recently we checked the number of transcript reproductions made in one high school of 2,000 enrollment. Last year 800 transcripts were reproduced manually in addition to the usual load of transcripts for graduates at the end of the spring term. One clerk can average five transcripts an hour. To do this job it took the equivalent of 20 days of clerical time, thus making the cost per copy about 18½ cents. In comparison, there are available methods of mechanical reproduction where the total cost of the materials, labor, and depreciation on equipment will produce records at less than three cents a copy. With such a system the school of origin could keep a reproduction of the record and the original record could follow the student—thus eliminating an expensive and inaccurate method of record keeping.

THE SCHOOL STAFF

The organization of the school administrative staff is important in determining whether a record is "just kept" or is used as a guidance vehicle. In a co-ordinated staff where the counselor assumes the role of director of pupil personnel and thereby is responsible for an in-service training program for teachers in such fields as test administration, test interpretation, evaluation, and general program planning, the record will be the means by which competent counseling and guidance is facilitated.

Too frequently the administrative staff has no clearly defined function. The vice principal becomes the principal of vice rather than the business manager of the organization; the deans become errand runners rather than pupil personnel advisers; the counselor becomes a "keeper of the record" and the result is that there is very little co-ordinated effort toward running the school for the pupils. The point, then, in establishing the counselor as director of pupil personnel is to utilize the effectiveness of the whole teaching force in the development and use of the pupils' record for the benefit of the pupil.

With this plan teachers would be trained in the administration and interpretation of the total testing program. There is no place in the junior high school where the subject matter is so highly important that it does not relate to the total program of instruction and evaluation. If the teachers are the interpreters of the evaluation and guidance program and if the teachers, under the direction of the counselor, do this interpreting for the pupils cumulative record, the mechanics of making a record readily available for use would cease to be an administrative headache.

REPORTS TO PARENTS

Why should reports to parents be different from the cumulative record? If the cumulative record presents a picture of the pupil, then the report to parents should also be an interpretation of the schools evaluation program. Why should achievement and aptitude test data not be a part of the report to parents? The practice of making a check by a number of trait ratings, with doubtful validity, to indicate need for improvement, is probably the poorest way in which to interpret the schools evaluation program. A report card that embodies the same evaluation procedure, test data, and growth summaries as the cumulative record would give parents, pupils, and teachers the assurance that the school has a definite planned program centered about the growth and development of the pupil. It appears that it would be good judgment to send out reports of interest inventories, aptitude tests, and achievement tests as compared with teacher scholarship ratings.

The development of a program for records and reports to parents as outlined in the previous statement is first an administrative problem. It means that the staff must be co-ordinated by an assignment of specific functions; that adequate time must be devoted to in-service training; that the cumulative record, teachers' class books, and report cards must dovetail into the guidance program; and that a minimum testing program must be required.

VICTORY FARM VOLUNTEER TRAINING COURSES—A report on the *Massachusetts* Dairy Training program by Lawrence Loy, VFV supervisor indicates that 87 out of 124 boys trained were placed successfully—or about 70 per cent. This is a good record, of which *Massachusetts* may well be proud. The course lasted a week and included dairy work, bottling milk, young stock work, farm shop instruction, care of horses, harnessing and teaming. The majority of the boys were 15 and 16 years old, and farmers were well satisfied with their work on the whole. Some farmers felt that a longer course would have been more satisfactory.

In the words of one farmer, however, his boy "so conspicuously showed up the adults working with him, that they definitely made an attempt to improve their own work." Two training centers for live-ins were conducted in *Virginia* with success. Small groups of boys were placed in each for a week's training and then placed on farms. Each center had three complete groups. In one the boys lived with the farmer and worked under his direction on his farm; in the other the boys lived with an elderly couple and worked on a nearby farm owned by a member of the State education department staff and managed by a son of the couple who provided room and board. Costs of this program were met by the Extension Service of the U. S. Department of Agriculture.

NEW SOUND FILM—The Jam Handy Organization, Detroit, has produced for The Allis-Chalmers Mfg. Co., Milwaukee, a new 28-minute, 16-mm. sound, motion picture, "Tornado In A Box" which explains, with the help of animated drawings, the principles, development, and operation of the gas turbine, newest source of prime power for transportation and industry. This movie, which contains no advertising of any kind, is being loaned free to clubs, organizations, institutions, or groups interested in the subject or prints or copies for permanent ownership may be purchased. It is the third in a series of educational released by the same sponsor, the first being *The Magic of Steam*, the second, *The Surface Condenser*. For details as to loan of any of these subjects address the Allis-Chalmers Mfg. Co., Milwaukee 1, Wisconsin.

The Administration of Attendance

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THE VERY existence of individual public schools, in fact, of entire school districts, depends entirely upon pupil attendance. It is necessary to have an accurate, efficient, and thorough method of recording attendance and absences. Non-attendance is a practical problem that confronts nearly all teachers, supervisors, and administrators. Not only do absentees interfere with regular progress in class work, but they achieve less, lose interest, become discouraged, and sometimes become retarded and drop out of school.

A poor attendance record is, therefore, of concern regardless of whether or not the absence was legal, for it represents laxity at some spot in the school organization. Poor teaching or poor adjustment of the pupil to his work may cause such a distaste for schooling that pupils will be absent upon the least pretext. Health education may be so neglected that the community has more sickness and absentees than it need have. The relation between home and school may be so poor that regular attendance is discouraged.

Educators are well aware of the fact that these and other numerous elements influence the attendance of children in the public schools today. It has long been the idea of many educators that a child who is happy in his school environment will be at school every day possible. If it is true that the mal-adjusted child, the one who is getting into the most trouble at school, is one with the largest amount of non-attendance, then an investigation into the curriculum or into the counseling program is in order.

In itself, the fact that public school attendance in the United States is a matter of legal concern in every state, makes an attempt to discover and classify methods for its improvement entirely justifiable. Law is considered by most people as something definite, difficult to change, and more or less final. In the case of laws dealing with compulsory school attendance such matters as the age of the child affected by the law, the length of school terms, census requirements, and exemptions from school attendance, are decidedly variable in different parts of the country. Therefore, it is well that compulsory education laws in the various states have not been static but have been changed from time to time with prospects of more improvement in the future.

However, the mere existence of even highly satisfactory legislation does not solve the problem of school attendance since the laws are not always effectively enforced. We should try to discover as many worth-while methods as possible for the improving of school attendance to assist in more adequately enforcing our laws and to help towards the development of a law-abiding citizenry.

The legal aspects of school attendance point the way to other social phases of the problem. The pronouncement of the education rights of youth also places the matter upon a social basis. If then, youth have the right to expect

a certain amount of schooling from the state, they in return have obligations to society which are at least partially met by the best possible use of the education thus provided. Besides the legal and sociological aspects of attendance there is another important phase—the economic loss of non-attendance. Teachers salaries and administrative expenses go on regardless of absentees. School districts are allocated certain funds based on average daily attendance.

IMPROVING ATTENDANCE

With stress laid upon the legal, social, and economic sides of non-attendance, there is danger of an emphasis which considers attendance as an end in itself. Considering attendance as essentially foundational and important as a means upon which to build the structure of youths' education, any methods which might assist in pointing the way to a fuller participation in the offerings of the school are worthy of careful consideration.

In order to devise ways and means for improving attendance it is necessary to evaluate the causes of non-attendance. Common causes for non-attendance are:

1. Illness—pupil or member of the family.
2. Dissatisfaction with the school program.
3. Dislike of individual teachers.
4. Death in the immediate family.
5. Broken homes.
6. Inadequate family income—requiring pupil to work.
7. Slow progress in school.
8. Undesirable companions.

Teachers and administrators must recognize these causes and take necessary steps to remove them. Recent studies indicating causes for non-attendance additionally denote that

1. Intelligence was not a factor in non-attendance.
2. Illness was the greatest cause of non-attendance.
3. Non-attendance tended to increase with age.
4. Some months of the year had fewer absences in various locations because of the nature of employment or climatic conditions.
5. Non-attendance affected the marks of subject achievement.
6. There was a difference in the attendance records of pupils of different nationalities.
7. The only recommendation for the improvement of the situation, which had really been used to advantage, was the case method of individual adjustment.

ATTENDANCE DEPARTMENT

The schools should utilize the services of the attendance department to the fullest extent. What type of service should the schools expect from a well-organized department?

In the early days, physical strength and courage were the prime qualifications for attendance counselors. The modern trend is for the attendance counselor to be a social servant and a guidance functionary. He must understand causes and have a desire to remove those causes. He must not be of the old "hooky cop" or "catch and carry" type.

The attendance counselor should be friendly and co-operative, never sub-

servient or autocratic. An unpleasant manner may defeat the true objective. He must keep in mind always the fact that he is a trained professional representative of the board of education and has equal social and professional status with other school officials.

Attendance counselors should give due consideration to the information reported on the school notice. As he plans his visit to the home, it is his duty to take cognizance of every detail which contributes to the absence or delinquency of the pupil. He should evaluate the type of neighborhood, street, and house that may contribute to the atmosphere of the home.

The following suggestions for the guidance of attendance counselors are recommended:

1. Investigate cases of absence from school.
2. Interview parents at request of the principal to enlist their co-operation when a pupil shows signs of falling below the school's standard of conduct or attendance.
3. Interpret the school's purposes and ideals to parents.
4. Endeavor to adjust home conditions whereby the children's regular attendance, better conduct, and greater interest in school work may be secured.
5. By investigation and study, determine the causes of unusual misconduct, and remove, if possible, the factors contributing to non-attendance.
6. Consult parents in regard to the pupil's habits and misconduct and if possible change his interests and help him to select more suitable companions.
7. Learn the pupil's personal history, temperament, habits, and interests when the parent is interviewed.
8. In the prevention of possible truancy, enlist the co-operation of club leaders, recreation or playground workers, Safety Patrol, Boy and Girl Scouts, YMCA, YWCA, Boys' Clubs, and other character-building agencies.
9. Analyze the pupil's social environment, home, and neighborhood.
10. Furnish to the supervisor, principal, and teacher data which will make for a better understanding of the pupil.
11. Recommend a psychological examination for pupils suspected of mental deficiency.
12. Recommend to the supervisor better school placement for maladjusted pupils.
13. Secure, for parents, the co-operation and aid of community welfare agencies which may help youth in their social difficulties.
14. Co-operate, in every way possible, with the representatives of other agencies and law enforcement departments.

THE CLASSROOM TEACHER

The chief responsibility for securing regular attendance rests upon the teacher. "... the teacher is not merely an instrument for instructing children; she is the artist who creates idealistic youth. She looks beyond subject matter and sees lives that must be enriched and ennobled. No longer is she content to present her material skillfully and well, regardless of whether or not pupils attend. Her attention is centered upon the child."¹

It is now being increasingly realized that the classroom teacher should be given prominence in the desired attendance program. The teacher is on the first line of defense. The program must start with the teacher who thinks

¹Heck, A. O., *Administration of Pupil Personnel*. New York; Ginn and Company. 1929.

of each of his pupils as an interesting young friend whom he wants to understand and help. He gathers information about each and puts it together into a pattern which seems to explain why he behaves as he does. Each pupil needs to belong to a group, to feel that he is able to contribute to it. How well this need is met in the classroom will largely determine his liking for school and his happiness there. It is the teachers' function to help each pupil secure his place in the group. A teacher should endeavor to find out the pupil who has no warm, close friend and to help him have a variety of contacts until a bond has been established. Unless the teacher looks upon each individual pupil as a person worthy of his friendship, the basic relation does not exist. Often the teacher must search in a pupil for something he can like. He treats all pupils, the brightest and the dullest, as personalities. He must be friendly and gain their confidence through an honest desire to know them and help them.

This problem of how the attendance of junior high school pupils can be increased is one of much concern to all school administrators. A survey of the methods used by schools reveals a large variety of procedures. Many of them are somewhat common practice with a large number of schools. The following is a list of some of these more common procedures that have been used to stimulate better school attendance.

1. Bulletins.
 - a. Listing pupils with perfect attendance.
 - b. Listing pupils habitually truant so teachers will follow up with greater care.
 - c. Comparison between home rooms.
 - d. Keeping teachers attendance-conscious.
2. School assemblies.
 - a. Stressing attendance at the assemblies along with punctuality, through dramatization, or by means of public recognition of pupils, or groups of pupils having had especially good attendance records for a given period of time.
 - b. Emphasizing the importance of punctuality versus absenteeism by means of local speakers.
3. Faculty Meetings.
 - a. Holding round-table discussions relative to attendance problems. Their main value is to create an attendance-conscious faculty. *Caution*—there is just as much danger in over-stimulation as in under-stimulation.
4. Teacher-pupil conferences.
 - a. Discovering the pupils' problems and helping in their solution, and at the same time persuading the pupils as to the value of good attendance to themselves and to the school. Such things as the difficulty of making up lost work and the strength of character gained by regular and prompt attendance are brought to their attention.
5. Home visitation by teachers and administrators.
 - a. This is the most difficult device of all to carry out but could probably be the most effective. Any device that creates a friendly relationship between the home and school is desirable.
6. Careful daily check-up and a *friendly* follow-up of all absences.
7. A continuous census file.
8. Home rooms.
 - a. Conducting competition between home rooms rewarding winning groups

- with field trips, special entertainment, and other activities.
- b. Emphasizing the necessity of teacher presence at all home-room intramural competitions. Such presence tends to create a very satisfactory teacher-pupil relationship.
- c. Discussing desirable attendance habits.
- d. Showing the difficulty in making up work.
- e. Stimulating pride in good citizenship.
- 9. Good health habits emphasized.
 - a. Impressing upon the minds of the pupils the need of good health habits, the possible prevention of illness, and the best and the need for the most careful attention when illness has commenced.
 - b. Regular health inspection by teachers and proper school authorities.

ASSISTANCE BY OTHER PERSONS AND AGENCIES

All plans for improving attendance necessarily have a close relationship to the pupils. Teachers must enlist the assistance of the student body if plans are to prove at all effective. The following are procedures that a number of school administrators have found to be helpful:

1. Means of enlisting the assistance of pupils.

- A. The Student Council can help by organizing attendance campaigns, discussing means of improving attendance, and keeping the matter before the students.
- B. The School Paper can assist through editorials and having honor lists of pupils with perfect attendance.
- C. Student clubs and committees can assist in bringing about better pupil attendance by reporting incoming families, truants, or indifferent parents.
- D. Attendance workers among pupils can support the program by calling known truants living in their neighborhood and persuading them to return and attend regularly and by checking and keeping class records.

2. Means of enlisting the assistance of parents.

- A. The Parent-Teachers' Association can
 - a. Form study groups and parent-education classes.
 - c. Carry on welfare work by providing needy children with necessities.
 - d. Organize block clubs to visit disinterested pupils and parents.
 - e. Issue a series of bulletins and letters to encourage attendance.
 - f. Organize attendance committees and public-relation committees whose particular interest is the improving of school attendance.
- B. School officials can write letters to parents,
 - a. Urging co-operation of parents.
 - b. Emphasizing the educational value of attendance and the financial loss due to non-or irregular attendance by contrasting the schools to industry and showing the relationship of attendance and absenteeism.
 - c. Announcing school objectives.
 - d. Announcing campaigns for attendance—to parents.

3. Means of enlisting the aid of out-side agencies to promote attendance.

- A. The newspaper may be considered as one of the principal means of bringing the schools to the attention of the citizenry by publishing names of pupils with perfect attendance, devoting a page once a week to school happenings, and publishing articles on promoting school attendance.
- B. Radio Programs can be of value by reaching the public through popularized programs.

Library Service in the Junior High School*

PHILOSOPHY OF THE SCHOOL LIBRARY

THE library in the junior high school must harmonize its philosophy with that of the institution of which it is a part. The shift in emphasis in public education from the traditional textbook method, which aims primarily at the acquisition of facts and skills, to that of the new school with its first concern for the attitudes and interests of youth, has its parallel in the library in the change from a custodial to a distributive point of view. The progressive philosophy has at its core a wider democratic concept of education which expresses itself in a recognition of the individual differences of youth and their need of a more varied and active curriculum. Unhampered by the group organization of the classroom or subject boundaries, the library is in a position to meet the demands of this expanding program.

This transfer of emphasis has happily increased the usefulness of the library to teacher and pupil alike, vitalizing and dominating the processes of teaching and learning. It is not enough today to convey an understanding of our cultural inheritance, essential as that is. All aspects of contemporary culture within the understanding and interest of adolescents should be represented in an adequate book collection. Our own time, its institutions, its sciences, and its arts, comes under scrutiny in the modern instructional program.

The progressive school has added to its concern for the moral aspect of youths' training, a consideration of the psychological problems of growth and development. It believes it necessary to think of each youth as a unique and creative personality with spontaneous interests which must be fostered and directed. It believes in the need for self-expression on the part of boys and girls, a need which calls for a new skill in teacher guidance. The library, with its inherent approach to the pupil as an individual, finds itself naturally a part of the educative program based on this concept.

Effective solution of the problems which arise in the process of helping youth to adjust to the conditions of their environment is aided if there is a close alliance between teacher and librarian. Dogma cannot be harbored here without limiting the value of the library for it is a place for experiment in social and intellectual problems, a place for self-control rather than discipline, a place for fostering the wholeness of healthy personalities, or for giving aid to those problem pupils who find themselves at odds with life.

To realize the implications of this philosophy, certain practical objectives of the school library are accepted as fundamental. These objectives have been summarized by Lucile Fargo in her book *The Library in the School*.[†]

*Based on unpublished material compiled in 1930 by a state-wide committee of California librarians. Revised in 1945 by Long Beach (California) School Library Staff, under the direction of Edna Anderson, Head Librarian, Public Schools, Long Beach, California.

†Fargo, Lucile F., *The Library in the School*. Chicago: American Library Association, 1939. p. 21.

1. To acquire suitable library materials and organize them for the use of pupils and teachers.
2. To provide through organization and intelligent service for
 - a. Curriculum enrichment.
 - b. Pupil exploration.
 - c. A growing realization of the library as the tool of intellectual achievement.
3. To teach the skilful use of books and libraries in interests of research.
4. To stimulate appreciation.
5. To create an atmosphere favorable to the growth of the reading habit.
6. To demonstrate the desirability of books and libraries as the companions of leisure.
7. To provide fruitful social experience.

FUNCTIONS OF A SCHOOL LIBRARY

The fundamentally integrated character of the library lends itself to effective participation in the socially motivated modern instructional program. Its relationship with its school patrons, pupils and teachers, is both individual and collective, and its physical equipment should be such as to meet the demands of a policy which depends for its success upon its ability to work with both individuals and with groups.

A school library which operates as a separate activity fails to fulfill its purpose in the school program. Learnings acquired in the classroom find a proving ground in the library, and discoveries made in the library must serve to stimulate classroom interest if this activity is to be of value. Properly organized and administered, and properly understood by the teaching staff, the library can be a unifying force which will serve to fuse educational experiences within the school.

The library's influence is exerted in two ways: *first*, in its functioning as a guidance agency which includes teaching; and, *secondly*, in its work as a service department. For the purpose of analysis, the guidance function is divided into (a) reading guidance, and (b) guidance in social development.

Reading Guidance

With the library's acceptance of its place in the center of the varied activities of the progressive school, it becomes necessary to examine the needs of a reading program and to evaluate it in terms of the society in which we live. Lou L. LaBrant² gives a basic principle upon which such a reading program can be built:

1. The culture of the modern world includes reading as an important factor for youth and for adults; it is an intrinsic factor in our present way of living.
2. Through this factor the individual multiplies his contacts with other individuals and groups.
3. Individuals vary greatly in needs and interests, and hence are best served by a diversity of books and reading materials; they also vary

²LaBrant, Lou L., *An Evaluation of the Free Reading in Grades Ten, Eleven, and Twelve for the Class of 1935. The Ohio State University School, Graduate School Series, Contributions to Education No. 2.* Columbus, Ohio: Ohio State University, 1936.

greatly in abilities and hence proceed at varying rates and with varying degrees of understanding.

4. It becomes the function of the school to provide for experience in reading as a factor in an expanding understanding of society. Just as the teacher is responsible for guidance into social or quantitative understanding, so he is responsible for guidance in experience through books. This guidance is always based on growing needs and interests of the pupil, and consequently cannot depend upon a formal prearrangement and materials.

Aspects of Reading Guidance

Any consideration of the nature of a reading program compels an analysis of the library's contact with pupils. The fact that the pupil is almost always in the rôle of patron in the library makes for an early recognition of individual differences. Wise reading guidance depends not only upon an accurate estimate of capacity but also upon an understanding of and sympathy with the pupil's interests. The characteristics of boys and girls which chiefly differentiate them as readers are chronological age, mental age, sex, interests, and reading ability. Gifted pupils, subnormal pupils, pupils with sight and hearing defects demand diagnostic and special consideration.

Recreational.—It is during early adolescence that interest in reading reaches its peak and gradually begins to decline. Through the later adolescent years as social activities, high school, and college absorb more and more time, there is a marked reduction in the time devoted to reading. A very enlightening study of boys' and girls' reading interests will be found in Terman and Lima's *Children's Reading*.²

The library must recognize this interest and furnish books suitable to meet its demands. At this time the fields of interest are broad. Adventure in fiction, biography, travel, home life, mystery, school stories, hero stories, and factual books are read indiscriminately. It is vital then that the books provided should be carefully selected, that they be varied both as to interest and reading level, and that the librarian know the books and be sympathetic towards the reader.

Toward Critical Thinking.—Reading for recreation and pleasure is important during the junior high school years, but such reading may also be a means of guiding the pupil's growth as an individual with certain capacities, that will make him a useful and responsible member of the community. To this end, teacher and librarian should extend their guidance activities in an effort toward developing an attitude of critical thinking. A well-selected book collection will include the heritage of the past as well as the best of contemporary books and magazines. With the diversified reading such a collection makes possible, the pupil may begin to realize that authorities differ, that he need not accept one opinion as final, that the new must be evaluated in light

²Terman, Lewis M., and Lima, Margaret, *Children's Reading*. New York: D. Appleton-Century Company, 1931. Chapter V.

of the old. Without some criteria for evaluation, young people lack even an elementary understanding of the political and economic structure of society.

Vocational.—Since the ability to make a living is of the utmost importance to the individual as well as to the community, the library can serve adolescents by supplementing the vocational guidance activities of the school. It is important that reliable and timely materials of vocational value be found in the library, and that pupils, through self-direction or sympathetic guidance, make use of them. Books of special value for this purpose will include fiction, biography, and elementary books descriptive of special fields of endeavor.

Avocational.—The avocational need of the pupil at this age is often greater than his vocational need. A varied collection of avocational material should be available in the library for guidance in the development of leisure interests. Avocational stimulation which results in more vital living may find its beginning here. Systematic pursuit of some type of avocational activity may prove to have eventual vocational value.

Guidance in the Use of Printed Tools.—In the school library, reference work with the individual is conducted with its educational value in mind. For this reason emphasis is placed upon helping pupils to find material for themselves. Continued instruction in the methods of finding materials on given subjects by means of reference tools, the card catalog, and magazine indexes is a necessary corollary to guidance in the use of the printed tools which the library affords.

Guidance for Continuance of Pupil Interest in Reading.—Effective guidance in reading should result in a continued interest in books and the use of the facilities of libraries that will carry over into adult life. Co-operation between the school library and the public library will tend to familiarize the pupil with the greater resources offered him by the larger institution. To this end, frequent direction to the public library for further research and for additional books which the limited collection of the smaller library cannot offer is desirable. Public library service is usually extended to schools by lending books to supplement the smaller collection and by giving telephone reference aid. When possible, it is advantageous to have the general regulations of the school library conform to those of the public library to avoid confusion on the part of pupils.

Motivation of the Reading Guidance Program

The means by which the aims of the junior high school library are to be achieved must be considered both in their individual and collective aspects. First in importance is the personal service which has for its objective the right book for the right pupil at the right time. This involves personal contact with the pupils, a wide knowledge of and interest in juvenile literature, and resourcefulness on the part of the librarian, but it is the most rewarding of guidance methods. Supported by the counseling services usually available

in the larger junior high schools, a better understanding of pupil needs is thus possible.

Group Use of Library Classroom.—While the emphasis in the modern school is on the individual pupil, neither the school nor the library can afford to neglect the group. Physical limitations make it impossible to employ the individual approach exclusively in order to attain the library's objectives, and moreover certain activities lend themselves readily to group techniques. The library in the newer school is usually provided with a room connected with the main reading room to which the teacher may bring her class as a group for library instruction, reference work on special subjects, or an appreciation hour.

Such a room furnished with book shelves, tables, and chairs rather than desks, lends itself equally to a classroom situation in which the teacher has the requisite privacy from the main reading room for class discussion or to a project involving research and pupil activity. In either case, nearness to the resources of the library makes possible a more flexible teaching situation.

*Instruction in Library Usage.*⁴—In most of the traditional schools it was customary for the librarian to give technical instruction to class groups in the use of the library. Modern school trends indicate that instruction should be given to the individual as his need of skill becomes apparent. This, however, does not preclude the necessity for some formal teaching. When this is given, it should be an integrated part of a classroom lesson preparation, and calls for close co-operation between teacher and librarian. Minimum instruction for a junior high school should include the following essentials, which are based upon those set up by the American Library Association:

1. Physical make-up of the book.
2. Classification and arrangement of library books.
3. The card catalog.
4. Dictionaries and encyclopedias.
5. Books for ready reference.
6. Periodicals and periodical indexes.

At the beginning of each semester, a special effort should be made to acquaint the pupils in grade 7B with the facilities of the library. A similar opportunity should be given individual pupils entering school during the year.

Publicity.—With the growing multiplicity of printed and visual material it becomes more difficult for the teachers and pupils to know of their availability and to make proper use of them. Constant advertising of library acquisitions and reiteration of their usefulness are necessary. In this connection, a survey of publicity methods which are suitable for library needs reveals them as threefold—visual, oral, and printed.

Visual publicity offers opportunity for the use of posters, exhibits, bulletin boards, and display cases both in the library and in other parts of the school.

⁴Tosier, Marie A. *Library Manual*. New York: H. W. Wilson Co. 1944. 92 pp. A study-work manual of lessons on the use of books and the library.

The many varieties of oral publicity are time consuming but more than rewarding in pupil response. There is, of course, the time-honored and always delightful device of story-telling, while book talks, poetry hours, book plays, and classroom and assembly programs combined with observance of Book Week and the Spring Book Festival are productive activities.

The devices of printed publicity are almost endless. A regular page in the school paper can be used with much effect. Booklists, book contests, and games are used by some librarians for the furtherance of book-mindedness. The magazines, *Story Parade*, *Scholastic*, and *Horn Book*, carry book reviews written for youth and by youth which can be used both as examples for similar work or as a source of literary appreciation.

Guidance in Social Development

Although the library's accent is on reading and it is through reading that it achieves most of its objectives, the opportunities for social guidance cannot be disregarded. The school librarian must broaden her concept of service and become a teacher and guide as well as a technical librarian.

The library has an opportunity in several ways to nurture a sense of social responsibility which is of immediate and future value. Its use and enjoyment call for initiative and self-direction; its discipline is informal, for a proper library atmosphere discourages behavior problems. Probably in no other school situation is the pupil so completely an individual. The obligations of respecting public property and the rights of others are inherent in his meeting of those library regulations which are essential to the maintenance of library service for the greatest good of the greatest number. Courtesy and co-operation, the by-products of such activity, are the basic ingredients of real social living.

Student Library Assistants

A relatively small group of pupils may be given the advantage of more intensive training in the simpler techniques as library helpers. Charging books, sorting and filing cards, shelving books, and monitorial duties constitute service which arouses interest and creates desirable social attitudes. Participation in such routine procedures is valuable for its imposition of habits of neatness, accuracy, and observation, as well as for the possibility of vocational stimulus, not only in the field of library work but in the larger sense that pupils having had the satisfying experience of serving others may be turned to those social services of which the people of every community always stands in need.

SERVICE FUNCTION AND ADMINISTRATION OF THE SCHOOL LIBRARY

The service function of the library is implied in the first two objectives of the school library as quoted previously. They are:

1. To acquire suitable library materials and organize them for the use of pupils and teachers.

2. To provide through organization and intelligent service for
 - a. Curriculum enrichment.
 - b. Pupil exploration.
 - c. A growing realization of the library as the tool of intellectual achievement.

It is evident that the service function and the guidance function are interdependent but, for the purpose of definition, the service function as discussed here is limited to the administrative and technical details and routines necessary to the operation of a centralized library. Since the technical procedures involved in book selection, ordering, classifying, and cataloging can be adequately understood only by study and practice, it will suffice to list the most important of the administrative and technical tasks which the librarian must either supervise or assume. In brief they are:

1. The ordering, receiving, and processing of books, magazines, newspapers, pamphlets, and visual aids.
2. The cataloging and shelf listing of books.
3. The circulation of books, magazines, pamphlets, and pictures. (The charging system)
4. Regulation and administration of the use of the library and its resources.
 - a. Schedules.
 - b. Pupil permits.
5. Records and reports.
 - a. Daily circulation and attendance reports.
 - b. Monthly reports to the principal.
 - c. Annual reports to the supervisor of libraries and the superintendent of schools.
 - d. Annual inventory.

Personnel of the Library

"A school library is successful only when recognized as an integral part of the instructional service of the school, not as a mere appendage."⁸ If a centralized library within the school is to be developed and if it is to become an integral part of the school, qualified personnel will be needed to organize and maintain it.

In districts too small to make budgetary allowance for qualified personnel, it is recommended that they consider participating in some plan of large unit organization such as the county library service.

The size of the personnel will depend upon the size of the school. It is suggested that small schools desiring a centralized library provide at least a half-time librarian and that larger schools provide a full-time librarian and clerical help. If enrollment exceeds 1500, additional personnel will be needed.

The Teacher

The teacher's part in the library program is of the utmost importance, and her co-operation is indispensable. Her influence on the pupils in arous-

⁸American Association of School Administrators and Research Division of the National Education Association, *Circular No. 6*, 1939, May, 1939. P. 18.

ing their interest in books and stimulating literary growth cannot be overestimated. Good-will alone does not enable the teacher to do her part effectively. Familiarity with library facilities and the book collection is essential. Suggesting additional books and materials for purchase is a valuable contribution. The alert teacher sees that her pupils are given opportunity to go to the library as needs arise.

The Principal

The principal is the co-ordinator and promotes close relationship between classroom and library. He knows what each has to offer the other. He is acquainted with library problems and procedures for which he is finally responsible. Both directly and indirectly he encourages proper and adequate use of the library. He is in a position to obtain reliable data so that he has objective material upon which to base his knowledge and his aid to teachers and librarians.

The Librarian⁶

The librarian should be familiar with the philosophy and purpose of the school of which she is a part. She should be aware of the work that is being done in the classroom. The extent to which the library can contribute, the extent to which the principal and teacher expect it to contribute, and finally the extent to which one can determine a plan of distribution of materials which will best meet the needs of teachers and pupils can be determined only when teacher, principal, and librarian are *en rapport*.

The librarian should keep informed of what is being done in classes by frequent conferences with teachers whose subjects require library use. She should be alert to their needs, sending out new books and other new materials to those interested, and compiling general reading lists, lists of new books, and bibliographies on special subjects.

Her duties are threefold in character. They may be differentiated as (1) educational, (2) administrative, and (3) technical. The educational work is that which is done directly with teachers and pupils. The administrative duties include general oversight and management of the library; the regulation of its proper use; the selecting of books and other materials, equipment, and supplies. Technical duties include ordering, cataloging, and classifying books, and various types of routine work unless there is clerical help.

A librarian needs to have the same qualifications as a good teacher. Since library work is so interrelated with all departments of the school and with the entire personnel, administrators, teachers, and pupils, it is essential that she have a genuine interest in people and ability to get along with them. Of equal importance is a knowledge of literature for early adolescents, which includes juvenile literature and literature for young people.

⁶*School Libraries for Today and Tomorrow*. Chicago: American Library Association, 1945, 43 pp. Treats on function and standards.

School librarianship demands preparation both in education and in library science. A college degree with fifteen units in education courses and one year of professional library training are the standard requirements. When a part-time librarian is chosen from the teaching staff, at least one half year of library science is considered standard.

Experience in library work and in teaching is desirable. However, teaching experience is not always considered essential. The librarian should however comprehend classroom techniques.

The Clerk

If the librarian is to fulfill her major responsibilities and carry out effectively the service for which she is employed in the modern school, clerical assistance is essential. The numerous details which are involved in operating a library can be carried by a good clerk, leaving the librarian free to give professional service. The expense of clerical assistance can be justified in increased service to the school.

The clerical assistant must be one who enjoys working with young people, since desk routine will bring her in contact with pupils. She must have good health, be accurate in detail, a good typist, and an interested worker. A high-school education with business training is necessary, and one or two years of college education is a desirable asset. Experience is always an advantage but not a first requisite.

The principal, the teacher, the clerk, and the librarian all have distinct contributions to make to the library. All are working toward the same goal, and close co-operation among them will contribute to the achievement of the school's educational objectives. Each of these members of the school staff should recognize his dependence upon the other and should acquire knowledge and understanding of the work of the other.

HOUSING AND EQUIPMENT

Location

It is important that the library in a junior high school occupy a separate room. There are some junior high schools in which the library and study hall combined seem to operate successfully, but the majority of schools have found the disadvantages so overbalanced the advantages that the practice is not recommended. The advantages are that the pupils have immediate access to the library materials during study periods and their knowledge of the opportunities of the library is increased. A few of the disadvantages, stated by experienced persons, include compulsory attendance necessary for study hall breaks down the desired freedom and respect for the library; all pupils in the study hall do not need library facilities at that particular period and yet space must be provided for them, which tends to overcrowd the room; combined attendance tends to cause confusion and to create an atmosphere not conducive to the best library practices; teachers cannot plan to bring

their classes to the library for supervised study because of lack of space; checking of attendance is an interruption and sometimes is made the responsibility of the librarian, which consumes the time she would normally use for professional service; and the possibilities of making the environment attractive and conducive to quiet study and recreational reading are greatly reduced. Trends indicate that study halls are no longer a necessary part of the daily program, and so this problem may gradually solve itself.

The library should be located in the school building so that it is easily accessible to study halls and to the subject classes which will naturally use it most. In general it is preferable that it be located on the second floor, but conditions may sometimes exist which make an exception to this recommendation advisable.

Library Suite

The effectiveness of a library is furthered if adequate facilities can be provided. The varied activities call for a reading room, a workroom, and an office. In addition, because it is a central informal meeting place for the whole school, it is particularly fitting to have an exhibit room or special exhibit cases in connection with the library. In a small school, a pleasant and adequate library can be equipped in a single room at very little expense. In a school of a thousand or more, the ideal set-up will include a main reading room, an office, a workroom, a classroom, and a conference room.

Size

The size of the reading room is determined by the number of readers to be accommodated. Standard recommendations require seating capacity for at least 15 per cent of the maximum enrollment. Twenty-five square feet per reader, plus five feet between tables, and the same space between tables and walls will insure sufficient gross area. The areas allowed for workroom, office, classroom, and conference rooms will vary according to the type of building and the amount of space available. Therefore, no specific recommendation can be made here. The workroom and office may be combined if it is impossible to have space for both.

Equipment

Standard library equipment purchased from a reliable firm is usually found to be the most economical for long-time service. Shelving, files, catalog cases, and other typical library furniture are designed in units so that capacity may be increased as needs arise.

Shelving

Adjustable shelving arranged about the walls of the room, leaving the floor space for tables, chairs, and other equipment is the most practicable.

Sectional shelving is available in several sizes, and selection will depend

upon the space and the size of the book collection. Sections 3 feet long by 5 feet high by 8 inches deep for circulating books, and 3 feet by 5 feet by 10 inches for reference books are usually best suited to junior high school needs.

Tables and Chairs

The number and kind of tables and chairs will be determined by the size and the use of the room. While the round table suggests an informal atmosphere, the rectangular table is more satisfactory for general use. Standard tables and chairs are available in the following sizes:

Tables

Oak, 3 by 5 feet by 28 inches (rectangular)

Oak, 3 by 5 feet by 30 inches (rectangular)

Chairs

Oak (same finish as tables), 16 inches high for 28-inch tables

Oak (same finish as tables), 18 inches high for 30-inch tables

Rubber-tipped or steel glides on the chairs will tend to deaden the noise in the library.

Floor Covering

Proper floor covering is very necessary if the library is to achieve the quiet which is conducive to controlled activity. The importance of this equipment cannot be overstressed. Several kinds of covering are available. In making a selection, the points to be considered are durability, service, and cost. Battleship linoleum is most commonly used and, if secured in attractive colors, a very pleasing, satisfactory covering results.

Miscellaneous

Other necessary equipment includes:⁷

Charging desk equipped with compartments for charging records

Catalog cabinet

Filing case for pictures and pamphlets

Dictionary stand

Magazine rack

Book truck

Teacher's desk and chair

Bulletin boards

The general atmosphere of the school library should be one of charm and comfort. Colorful books, low shelving, pictures, pottery, curtains, attractive bulletins, timely exhibits—all these should merge into the general pattern of the room. This is not an impossible aim; it can well be achieved even in a small, one-room library.

⁷The American Library Association, Chicago, Illinois, will furnish further information on standard equipment.

The Administration of Audio-Visual Services in the Junior High School

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THE number of school services which have come to be considered a part of the audio-visual program has grown large. The use of pictures, exhibits, recordings and radio programs, the photography work of the school, the use of recording equipment, and the production of radio programs are some of the activities ordinarily grouped under this head. A junior high-school principal may withdraw when he considers the probable problems of personnel and cost as he surveys the field and either ignore its values altogether, or adopt only a very meager part of its benefits.

He should be assured that aside from the electrical and mechanical equipment which is used, these aids to education embody very little that is new. If they are treated in the same way as are other teaching tools, they will yield their best results.

In the first place the teaching staff in any average junior high school can learn to use all necessary audio-visual tools including the machines that go with them. No specialists need be employed. No teacher and few pupils should be excused from having some part in the program. Not all of the activities need to be adopted at one time and no one teacher needs to use all of them. The most obvious portion of the audio-visual program is the use of pictures—projected and those not projected—exhibits, recordings, and radio programs in the instructional program.

Any particular school may or may not be a part of a city, county, or state school system which has a centralized audio-visual department. If such a department exists, it can help the school in many ways. The general plan of organization within the school should usually, however, be much the same in either case.

THE LIBRARIAN'S PLACE IN THE PROGRAM

In many schools textbooks have been the chief teaching aids. These have often been supplemented by a fine general library of books for the use of pupils and teachers. The school librarian who has been well trained in the mechanical, aesthetic, and educational factors involved in selecting, ordering, cataloging, and distributing books is the most logical person to take the leadership in these same functions in the audio-visual field. Natural conservatism may cause the librarian to avoid this responsibility at first. If she consults with staff members of large public libraries, she will find that they recognize all means of human communication as their concern. Rooms for listening to recordings and libraries of mounted pictures, exhibit materials, stereographs, slides, and motion pictures are often maintained by them.

Care must be taken to see that the new duties do not give the librarian too much work to do. If the school is large and funds are available, an assistant who has had experience in the audio-visual field may be added to the staff. An extra adult clerk may need to be employed in some instances. Often student clerks may be depended upon to assume the extra work: In smaller schools where a trained librarian has never been provided, the needs of the combined library and audio-visual fields may justify, if not demand, employing of such a person.

Teacher committees in each subject-matter field may be organized to study their needs and to decide which aids they wish to use. They should consult the librarian for the latest catalogs. She will consult the centralized audio-visual department or salesmen in the field and arrange previews of certain pictures or recordings. She will see that the desired materials are purchased or borrowed, and will notify the teachers who wish to use them when they have arrived.

The library will maintain a file for outlines of the subject matter of motion pictures and transcriptions or study guides to which teachers may refer as they find it necessary. Those aids to learning which are purchased must be catalogued and suitably filed. The system in general use in libraries may easily be adapted to these purposes.

There is one type of exhibit which the librarian should probably be excused from housing and tending. That is of course the live exhibits. The science department uses the greater part of these, and is usually much better fitted to care for them. Likewise the complicated mechanical and electrical equipment necessary to carry out the program can well be given into the keeping of a shop man.

The teacher in an electrical shop is usually a person intensely interested in all kinds of electrical equipment. He has the tools at hand to make minor repairs. In his classes are pupils who are eager to learn the principles of the operation of the machines, and perfectly capable of oiling them and even of making minor repairs, if carefully guided. He should be given some time to supervise this work and to instruct the school's faculty in projector operation.

After teachers have learned to operate the machines, they should be encouraged to train boys and girls in each of their classes to do this work for them. In this way many young persons become acquainted with the equipment and no pupil loses valuable class time in operating projectors for teachers in whose classes he is not enrolled.

AUDIO-VISUAL EQUIPMENT

The junior high school of one thousand pupils will probably find the following list of equipment entirely adequate to serve its needs for projecting pictures, for playing recordings, and for receiving radio broadcasts.

One or two sound motion picture projectors
One standard glass slide projector
One combination glass slide and opaque projection machine
Two projectors for 2" x 2" slides and 35-mm roll films
One record player with two speeds—78 and 33-1/3 rpm
Three or more record players of 78 rpm only, to serve the needs of music and physical education classes
Ten classroom radios with A.M. and F.M. bands, or
One public address system set up for both F.M. and A.M. reception and two additional classroom radiós
Twenty-four stereoscopes
Two beaded screens, 39" x 52"
One beaded screen, 52" x 70"

To some schools this will seem a very extravagant amount. Purchase of any machines should be preceded by careful planning by the teachers for its use. This planning should center about the securing of suitable curriculum materials which demand this machine for their proper use. If a ready source for such materials cannot be found, no purchase should be made. If the more progressive teachers do not see the need for the equipment, their further preparation should precede the purchase.

Principals who are doubtful about investing in machines should consult with neighboring schools about the possibility of sharing certain machines. Again in many cases all of these items may be borrowed from the city, county, or state audio-visual department. Many school systems, in fact, find central ownership an economical way to supply these teaching aids. The feasibility of the delivery of these machines from a central depot to schools at the times they are needed is conditioned by the frequency of their use and by wartime restrictions. If they are used every few days, it would seem better that they be permanently placed in each building even if not actually purchased by that unit. This is especially true during times when labor and transportation are at a premium. It is generally agreed that the highest educational good is secured from audio-visual materials if they can be used without undue fuss and flurry in the regular classroom at the particular time they best serve pupil and teacher needs.

Lack of understanding of the true educational value of these aids, lack of facilities for darkening rooms, of electrical outlets, and projectors have led many schools to send large groups of boys and girls to auditoriums to view pictures. Often these films do not particularly interest the viewers, the pupils are but ill prepared to understand their contents, and the teacher does not use the material in her later classroom work.

ADAPTING THE CLASSROOM AND THE AUDITORIUM

When an assembly is held it may be desirable to show a motion picture in the auditorium. Regular classroom teaching with audio-visual aids can usually be done better in the regular meeting place of the class.

Vague promises of a day when all projected materials may be shown effectively in broad daylight are now heard as they have been heard for the past ten years or more. Present conditions are such that the principal who wishes to use these aids in a satisfactory manner will arrange to have numerous classrooms darkened. The darkness should not be complete. It should be about as great as that which is obtained when dark-green window shades of good quality are drawn over all windows and the sun is shining brightly outside. These shades may be fitted under or over venetian blinds if those have already been installed. If the day is gloomy, one or more shades may be only partly drawn in order to increase the ventilation in the room. If the hall is reasonably dark, classroom doors can be left open to provide additional ventilation during the showing of pictures. An electrical fan keeps stale air moving and makes for more healthful conditions. However, if only one class at a time views a picture, the air remains incomparably fresher than if two or more classes are grouped for showings.

In addition to dark or opaque shades, each classroom should have one or preferably two electrical outlets. Projectors are placed in the rear of the room and radios and record players are usually best used in front of the class. If two outlets are available an extension cord is seldom needed. Heavy projectors may be placed on small projection tables with casters so that they can be easily moved from room to room.

OTHER VISUAL AIDS

The display of posters, art prints, exhibits, and stereographs needs particular attention. At least one side of each classroom should be covered with cork, linoleum, or other substance suitable for pinning. A library table or long shelf should be provided in each classroom for the accommodation of exhibits, sets of study prints, and sets of stereographs with a stereoscope or two. In the halls show-cases for more elaborate exhibits should be provided.

The library will need cases for storing mounted pictures of various sizes. Library bureau picture files are excellent for this purpose. A file for large prints can be made in the school shops. It consists of a cabinet with the base as large as the largest print. A base of thirty-eight inches by fifty inches is entirely adequate. Drawers two inches deep of the same size as the base are placed in the cabinet to as great a height as is desired. It is best to provide the cupboard with swinging doors opening in the center.

The science department will need some screen insect cages, a wire animal cage or two, and two or more aquaria for the storing of live specimens.

Not only physical conditions, but also the ready accessibility of the teaching materials themselves will improve the use of audio-visual aids in teaching. Certain things should be owned in each junior high school building. A collection of mounted pictures, some beautiful art prints, as rich as possible a collection of foreign and native craftsmanship, working models of major

inventions, limited collections of minerals, shells, and stuffed birds and animals may be developed by a school. A library of 2" x 2" slides and of 35-mm strip film may also be accumulated without too great original expense or too great outlay of funds for upkeep.

Some schools may wish to own certain sets of glass slides and stereographs as well as a library of teaching motion pictures. The wisdom of owning or not owning the last three collections depends upon the wealth of the school district, the availability of these materials in centralized school libraries, and the eagerness of the teachers to use them. In the case of motion pictures, the upkeep of a library of films needs real consideration. Checking of films and the replacement of worn or damaged film is a constant task if a library is to serve a school at all well.

SOURCES OF VISUAL AIDS

It requires great educational wisdom to purchase slides, stereographs, and motion pictures that teachers will find useful over a long enough period of time or intensively enough over a short period of time to make the purchase economically sound. This is especially true, of course, when sources of ready supply are available in centralized libraries outside the school itself.

Besides centralized city, county, and state libraries of audio-visual aids there are public museums which often make exhibits and picture materials available to schools. Commercial and university-owned motion picture rental agencies can render a real service to most schools. Two hundred fifty dollars or more a year will rent a goodly number of fine educational films. Until a school or even a small school system has explored the field of teaching films thoroughly, the rental agencies should prove to be their best source of pictures. Later these schools will always wish to turn to them for films of passing interest or limited use.

Governmental agencies, business houses, social welfare organizations, and others offer free materials to schools. Some of these pictures are excellent. However, too much emphasis cannot be placed upon careful preview of all such material. Much has been said about the harm of propaganda or advertising in such offerings. More could be said about the shameless waste of pupils' time in viewing much of this material. Nearly always these films are made for adult audiences with very special interests. In other cases much time is expended in trying to make materials falsely interesting. No school should try to use free audio-visual materials until definite plans have been made for previewing the materials and policies established for accepting or rejecting them.

Scheduling of pictures many weeks in advance of showing often causes pictures to arrive at inopportune times. If bookings can be arranged at most a week or two in advance of showing, much better educational results can usually be obtained.

LOCALLY PREPARED MATERIALS

If the school publishes a school paper or magazine, it is highly desirable that boys and girls learn to prepare their own photographic materials for those publications. A photography club under the direction of a science teacher may undertake this work or an elective course in photography may become a part of the curriculum. Boys and girls who take this course may be encouraged to bring their own amateur cameras so that they may learn to use them correctly. At least one view camera should be on hand for teaching purposes.

In some instances pupils and teachers working together have made very creditable motion pictures of junior high-school activities. Since it is not desirable for boys and girls at this age to develop their own motion picture film, writing the script, casting and playing a part become the most important activities in motion picture production. An English or dramatics teacher who understands the operation of a motion picture camera is usually the one who can carry on this activity effectively.

A school which expects to instruct in photography at the junior-high level should provide itself with the following equipment:

- 1 view camera, 4" x 5"
- 24 film holders, 4" x 5"
- 2 enlargers for 4" x 5" film with adapter for smaller films
- 4 dozen 8" x 10" developing trays
- 1 Dozen 11" x 14" developing trays
- 12 tanks for developing roll film
- 12 tanks for developing cut film
- 24 film hangers for 4" x 5" film
- 1 print washer
- 1 print dryer
- 1 motion picture camera, 16-mm
- 1 camera, 35-mm
- 1 film viewer and editor

RECORDING EQUIPMENT

The average junior high school should not expect to broadcast radio programs to the general public except upon rare occasions. If the school is fortunate enough to be a part of a school system which has its own broadcasting station, the junior high-school student body as a whole will still do very little actual radio work.

Boys' and girls' interest in radio may be used very effectively inside the school itself. Microphone technics may be developed through the use of a microphone which may be attached to the school's motion picture projector or record player amplifier.

If the school has a public address system the members of the public speaking class may regularly read the announcements which might otherwise be read by a faculty member or be sent in a printed bulletin. Simple

dramatization of these announcements will often greatly improve their effectiveness.

A recording machine may serve two purposes in a school. It may be used to take programs from the air which are to be used at a later time. It may also be used to record pupil efforts in speech, drama, and music for study and criticism. Both such kinds of recordings can be made by an interested teacher or in some cases by a pupil under his direction. Good recording equipment has always been expensive and at present is practically unobtainable. It is believed that new types will be available in this field at the close of the war. A careful study should be made of the recorders which are available when the time comes to purchase. The publications, *School Recording Technique* and *Sound Recording Equipment for Schools* published by the Committee on Scientific Aids to Learning of New York in 1940, give invaluable information in this field.

SUMMARY

The above program for the administration of audio-visual aids in a junior high school is based upon the belief that these aids can become just as much a part of the general pattern of a modern school as were the textbook and the blackboard of the school of twenty-five years ago. They are not luxuries if they are used properly. They are stern necessities if modern boys and girls are to be educated properly for modern life.

In this article no attempt has been made to describe in detail the audio-visual field nor to discuss minutely its values. Adequate supervision of the program has likewise been left to others to discuss. A principal who firmly believes in the efficacy of the use of audio-visual aids will see that an adequate supervisory program is set up for his school.

NEWS NOTES

OCCUPATIONAL INDEX—The 1944 Occupational Index, containing 375 annotated references on 97 military occupations and 441 civilian occupations, is now available in cloth binding at \$6.50 from Occupational Index, Inc., New York University, New York 3, N. Y. Among the new and unusual occupations included are: Aerial Mapping, Archivist, Bibliotherapy, Electronics, Industrial Counseling, Institutional Houseparents, Parasitology, Puppeteer, Readers Adviser, Sword Swallowing, and Whistling.

IN THE DESERT, EDUCATION FLOWERS—Prior to the war, some 2,300 young Americans of Japanese descent were concentrated in 74 colleges and universities in three West Coast states. Today, 550 institutions of higher learning in 46 widely scattered states enroll about 2,500 Japanese-American students, providing a richer, more variegated education for these persons that is more truly representative of United States institutions. This result was brought about through the "relocation" programs administered by the War Relocation Authority. This agency administers eight "relocation" centers in Arkansas, Utah, Idaho, California, Colorado, and Arizona, where live about 60,000 Japanese-Americans. The Authority is hoping to relocate these as rapidly as possible to normal American communities. Some 33,000 Nisei (American-born) and Issei (Japanese-born) have already found new homes in nearly every state in the Union, with the exception of the evacuated West Coast area. All young evacuees who wanted college training are now receiving it.

SECTION IV

Guidance in the Junior High School

Organizing the guidance services; guidance through class and home room; scope and function of guidance; training in citizenship and character development; intercultural and human relationships.

The Organization of the Guidance Services

Guidance in the Junior High School Through the Learning Process

The Scope and Functions of the Guidance Services

Guidance Service Through the Agency of the Home Room

Citizenship Training and Character Development

The Fourth R

The Organization of the Guidance Services

MARK R. HILL

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STAFF AND RESPONSIBILITIES

GUIDING youth through the various phases of development during three very critical adolescent years holds paramount importance in the organization of the modern junior high school. In order to do this well a comprehensive and efficient guidance service is highly essential to assure a maximum contribution to the educational, physical, social, and moral progress of the boys and girls. The responsibilities included in an effectively functioning program of guidance are numerous, complicated, and inclusive of all activities of the school. The teachers, counselors, principal, librarian, and nurse as well as the visiting physician, the psychologist, the psychiatrist, the attendance officer, the social worker, and the special supervisors assume a vitally co-operative role in a properly articulated program of guidance.

The guidance program of the city is under the leadership of the director of secondary education. He holds frequent meetings of the junior and senior high school counselors when common problems are discussed and plans are made to improve the guidance services in the secondary schools and to co-ordinate the junior and senior high school programs. The administration and supervision of the guidance service of each school are primarily the responsibility of the principal. He allocates the details of the guidance program to carefully selected counselors who understand youth well and have the respect and co-operation of the other teachers in the school.

The program as it is organized in this particular school is unique in that there are two part-time counselors each of whom teaches two classes daily. This daily contact with class groups enables them to keep foremost in their minds the classroom teacher's point of view of the classroom procedures and pupil reactions. In alternate years each counselor assumes the responsibility for a seventh-grade group of approximately three hundred pupils, when it enters. He follows the group through the three years of junior high school until the members are satisfactorily placed in the senior high school. The general responsibilities of the counselors include group counseling, individual counseling, testing, conferring with teachers and parents, conferring with representatives of other school agencies, keeping records, making reports, providing vocational guidance, and participating in numerous activities of the school where guidance may be effectively performed.

The school nurse, who holds a full-time position in the school, renders a guidance service of inestimable importance through her health supervision. Her personal contacts with pupils are sufficiently intimate that much helpful guidance data may be made immediately available to the principal, counselors, and teachers when such assistance is needed. She is also able to plan clinical

appointments, to recommend special medical or dental care, and to assist the counselors in making welfare assistance available to the underfed or poorly clothed pupils. These services tend to keep the number of maladjusted pupils at a minimum from the health and attendance standpoint.

The school physician, the psychologist, and the psychiatrist function in a rather interlocking relationship. Their duties fall in quite different fields, but their participation during and following case analyses must be thoroughly integrated in order that a maximum contribution to the welfare of pupils is possible.

The home-room teacher whose work on the whole is primarily that of guidance is continually gaining a knowledge of her pupils through the home-room activities and classes. This rather intimate data is of great value in understanding the personal make-up of each pupil and is probably the most informative guidance source in the school. The home-room teacher is in a position to contribute service of unpredictable worth to the members of her home room through private counseling. She makes minor adjustments within her group where it is advantageous for the success of pupils and also is alert to recognize the deficiencies of pupils in need of physical, educational, social, or emotional adjustment, and co-operates fully with the other counseling agencies of the school.

The librarian is cognizant of the diversified reading tastes and needs of the pupils and has made adequate provision for the slow-learning pupils as well as other poor readers through books with interest factors suitable to the age of the pupils and with vocabularies easy enough for successful reading. The librarian has available considerable information relating to personal problems and occupational information, as well as books which satisfy the interest of practically every pupil. This guidance of reference, occupational, and leisure-time reading is a valuable service to junior high school pupils. The guidance service of the school, although operated and co-ordinated by the counselors, is a co-operative endeavor of every member of the staff.

PUPIL PERSONNEL RECORDS

Prior to the time a pupil enters the junior high school the elementary school sends a folder containing his cumulative-record-guidance form, his health record card, his attendance record, special studies if any have been made, and other material which might help the counselors and teachers to understand the pupil rather well.

The cumulative record-guidance form contains data beginning with the kindergarten experiences of the pupil. The form provides for forty-six items with such personal information as the pupil's name, birthdate, proof of age, address, father's or guardian's name, birthplaces of child, father, and mother; occupation and business address of the father; date entered, date left the system, destination, and previous school history. One section furnishes a year by

year record including the year, grade, school, teacher, and days present. The test record shows the month the test was given, the name and form of the test, the chronological age, the mental age, the intelligence quotient, and achievement ages in reading, arithmetic, language, and other subjects.

School adjustments, physical handicaps, and corrective procedures are recorded on a year by year basis. Also, each year frank statements are added under such headings, such as progress in school subjects, units of work, work habits, social relationships, informational background showing interests and abilities, home data, extraclass activities, and out-of-school activities. Provision is made for recording any psychological study, educational and vocational plans, extracurriculum activities, notable achievements, counselors, comments, and a record of interviews.

The scholastic record of each pupil's subject achievement is placed on a card of folder size on which is kept the final accomplishment marks of each required and elective subject during the three years of junior high school. This record card makes provision for indicating the status of a pupil at the time he leaves the junior high school under headings, such as special interests, special abilities, and outstanding commendable characteristics. Also, space is available for recording the date, grade, subject, name, and results of standard tests or Regents examinations. The scholastic record card and the cumulative record-guidance form furnish a composite personality story of each pupil which is of inestimable value to the counselors in rendering guidance service to individuals.

The counselors use the current duplicate record cards as ready reference relative to the general status of pupils following the ten-week marking periods. The report card not only furnishes the accomplishment mark but indicates the degree of effort, (one, two, or three), that was exerted to achieve the mark. Before the report card is completed for the year, each classroom teacher's initials are placed after the final mark thereby making it possible to refer to a teacher for personal data or conference advice during the eighth and ninth grades as well as years later. The duplicate report cards of each pupil are filed in the junior high school for record purposes over an indefinite period of time.

The health record of each pupil is filed in the nurse's office and is immediately available for the counselor's use. It contains a complete health record of the pupil from the time he entered this school system. Although the home-room register shows the daily attendance of each pupil, there is filed in the office for each pupil a cumulative attendance record card which is used frequently by the counselors when attempting to discover reasons for maladjustments.

Approximately ten weeks elapse before pupils and parents receive the final report of a marking period; a pupil who is failing in one or more classes or who is working below his ability level receives a warning notice prepared by

the classroom teacher and approved by the counselor which informs his parents regarding his status. In addition to the teacher's written comments she checks the listed cause or causes for failure, such as absence, outside activities, neglect of daily work, carelessness, failure to take part in class discussion, poor habits of study, and difficulty of subject. The back of the report provides a space for the parent's or guardian's comments and signature. The reports are returned promptly to the classroom teacher and sent to the counselor's office where comments are studied and conferences scheduled with the parents making such request. This report is filed in the pupil's folder for future reference.

The counselors have access to all pupil personnel records of the school and other available information which will in any way aid them in obtaining the details needed to make satisfactory adjustments of pupils. All guidance records are carefully kept and personal data thoughtfully and accurately recorded. A folder of the complete nine years of guidance material is forwarded to the proper senior high school immediately following the close of the year's work.

COUNSELING

A functioning guidance program utilizes all feasible opportunities to contact pupils at strategic and advantageous times to discuss scholastic accomplishment, social problems, teacher-pupil adjustment, vocational interests, educational plans, and many other points relating to the progress of pupils. This is accomplished through group counseling which serves the vital needs of groups by disseminating general information to a grade, classrooms, home rooms, or other groups and through individual counseling which tends to serve each pupil's personal need through a relatively confidential and private conference.

The group counseling begins with the sixth grade of the elementary school where the junior high school counselor prepares those about to be promoted with information which will dispel much of the misapprehension the sixth-grade pupils hold about entering a larger school. A continuance of this orientation is supervised by the counselor on the afternoon of the opening day of school when "Big Sisters" and "Big Brothers" from the ninth grade welcome the new pupils and escort them to their new home rooms as well as to other areas in the building, such as the gymnasium, the industrial art shops, the homemaking rooms, the library, art rooms, the nurse's office, the guidance rooms, the cafeteria, and the school office. The familiarity of the building gained in this way satisfies a great deal of the curiosity pupils may have concerning the layout of the building, relieves much of the tension caused by strangeness, creates an interest in the school, and paves the way for a pleasant beginning of their junior high school life on the following day.

An orientation meeting of the parents of these pupils through a parent-teacher meeting or special afternoon meeting offers an opportunity for the principal and the counselors to enlighten the parents relative to the guidance

services of the school as well as many of the school's policies. In addition, it tends to establish a bond between the home and the new school which is mutually beneficial.

Group counseling proves a satisfactory procedure for informing the seventh-grade pupils about the eighth-grade curriculum and the eighth-grade pupils concerning the ninth-grade curriculum, particularly regarding the elective subjects having a definite relationship to senior high school courses, such as college entrance, commercial, technical, and so forth. In order to present a *resume* of eighth-grade courses clearly and impressively to the seventh-grade pupils, the content and possibilities of each elective area is given brief interpretation by a teacher representing a respective elective area. The ninth grade meets as a group to gain information about the three years ahead in senior high school, with particular emphasis on the courses offered in the tenth grade and the selection of elective and required subjects for each course. The counselors supervise other group guidance activities from time to time as the need arises. The groups vary in size from a committee of a few who are planning an activity for the school to a classroom, home room, or even an entire grade.

Individual counseling is a continuous process in the junior high school inasmuch as each student has a personal conference with his counselor at least twice each year and as many more conferences as necessary to effect a satisfactory adjustment of the pupil's school life. Each seventh-grade pupil meets the counselor reasonably soon after the school year begins in order to establish a friendly relationship. An individual conference is held with each pupil who enters the school during the year at which time the counselor acquires pertinent information necessary for careful scheduling and helpful orientation. At this time the new pupil is given a copy of the *Student's Guide Book* containing much information concerning the school. From time to time teachers refer to the counselors the names of pupils who are failing in their work, who are forming problem combinations, who are growing away from their group, and others who are apparently maladjusted. Pupils are invited to visit the counselors whenever confronted with problems which tend to handicap them in their normal progress or tend to make them emotionally disturbed at school, at home, or in the community. Many pupils avail themselves of this opportunity by requesting conferences.

A few of the specific individual counseling activities include giving intelligence tests when the necessity arises; studying and counseling the failing pupils; counseling with the potentially capable pupils whose accomplishment is falling below his ability level; adjusting schedules and courses of pupils; counseling with the pupil seeking educational and vocational information; helping the pupil plan his high-school course; working with the pupil who has a social, an ethical, or an educational problem; issuing part-time working papers following an investigation of the pupil's school status and the type of

job and the employer; conferring with parents of the maladjusted pupils; assisting the teachers to understand the unusual pupil; and many other activities equally vital to the success of pupils.

Several devices facilitate the work of the counselors. Frequently it is necessary to obtain an up-to-date report from one or more classroom teachers about a pupil's status. This information is gained readily through a small form on which each of the classroom teachers concerned records marks in effort, accomplishment, and citizenship and adds any helpful comments. When a teacher-counselor conference is not essential to satisfy the needs of the case at hand, considerable time is conserved through this device.

The counselors have found much satisfaction in using congratulation forms which are given to pupils who have made good after having been counseled for poor work or non-co-operation. Pupils, like adults, receive a great deal of stimulation from earned compliments.

Counseling in the junior high school is of fundamental importance and its far reaching influence in the development of well adjusted personalities is illimitable.

TESTING

Practically all pupils who enter the junior high schools from the local elementary schools have had at least three intelligence tests which were given at regular intervals during the six and one half years from the kindergarten through the sixth grade. The results of these tests form a part of the permanent cumulative record of each pupil. Pupils without a recent test record including those entering the junior high school from other systems are tested soon after enrolling. Each pupil with a wide discrepancy in test results is retested in order to obtain a more accurate measure of his ability. The counselors give and score the tests, record the marks, and use the results as a partial basis for assigning pupils to the proper homogeneous groups.

Occasionally pupils fail to react to their classwork in accordance with the ability indicated in the test results. Pupils showing such deficiency are referred to the Child Guidance Bureau of the school system for special testing. The bureau promptly returns a comprehensive report of the test results with recommendations for proper adjustment.

The counselors study closely the results of the standardized tests which are given in the seventh, eighth, and ninth grades and through their interpretation are able to follow the trend of progress of pupils. An arithmetic test of fundamentals and problems is given to seventh-grade pupils, while reading tests measuring skill in reading for detailed understanding, and skill in recognition of word meaning are given to the pupils of each grade. Inasmuch as reading is basic to the success of all subjects, failure to read well frequently leads to maladjustments. When tests reveal pupils seriously handicapped because of reading difficulties, the teacher and counselor plan for the type of remedial assistance needed. Annual school tests are given in each of

the seventh- and eighth-grade subjects and city-wide tests are given in the ninth grade which are considered in promotions but are not the determining factor.

HOME-ROOM AND CLASSROOM CONTRIBUTIONS

The classroom teacher holds a most significant position relative to the guidance services of the junior high school. This is particularly true in the seventh grade where she teaches her home-room pupils English, reading, and social studies each day and supervises their activity period in addition to the usual home-room responsibilities. This period of relationship enables the teacher to gain rather intimate information about each pupil's needs which makes it possible to guide pupils more intelligently. The classroom teacher occasionally has a major part in adjusting the pupil in his choice of subjects as well as his choice of extracurriculum activities. She aids him, directly or indirectly, concerning any evident handicaps, sending him to the nurse should the case require such attention. Considerable effort is exerted to develop desirable study habits with special counsel given to pupils whose work is of low quality. During the year the home-room and classroom teacher adds to the cumulative records many statements interpretive of patterns of behavior, personality traits, and so forth which will contribute greatly to a better understanding of individual pupils when weighed with the previously written data.

The seventh-grade social studies curriculum serves as an orientation instrument during the first few weeks of school. The first lessons deal with the question "Why I Go to School" which leads into a discussion of the development of right habits, attitudes, and skills and how the junior high can aid in the pupil's development. The organization of the school is studied to acquaint the pupils with the schedule of classes, the staff, the library, the home room, the gymnasium, the cafeteria, school clubs, and the school assembly.

The *Student's Guide Book*, which is presented to each pupil, is used by the seventh-grade home-room teacher to point out many details concerning the school. It gives the pupils information about the daily schedule, attendance, the school nurse, student government, the advantages and rules of the library, musical opportunities, the cafeteria, the National Junior Honor Society, school letters and school awards, traffic, and other helpful orientation material.

The home-room teacher also interprets the citizenship record folder which each pupil receives soon after entering the school. The folder provides spaces under five headings: health and safety, school leadership, school service, community service, and personal growth. With this record a pupil can accumulate points preparatory to earning a school letter.

ARTICULATION WITH THE SENIOR HIGH SCHOOL

The counselors of the junior and senior high schools exert co-operative effort to articulate the guidance services of the two levels in order to facilitate the transition and orientation of pupils. During the spring term the junior

high school counselors meet with the senior high school counselors and the director of secondary education to discuss changes in the offerings of subjects and courses as well as any new entrance requirements. Each senior high school then provides the junior high school counselors with detailed information descriptive of the courses offered and the subjects related to the specific courses. This information is made available to each ninth-grade pupil from which he makes a choice of courses and subjects with the approval of his parents. Many parents are eager for further assistance in planning the future education with their children and seek help from the counselors to learn the many possibilities ahead not only in senior high school but in college, business, and trades.

In order to assist further in selecting their high-school courses, pupils visit the senior high school departments which might interest them and in which they have ability. Many definite decisions are made each year on this basis. The counselors, also, visit the new departments which are organized in the senior high schools to gain first-hand knowledge as a background for counseling.

When all choices of courses and subjects have been made, the counselor plans the schedules using the result of the standardized English test plus the English teacher's recommendation as a basis for grouping. The counselor holds one or more conferences with every pupil whose choice of courses or subjects is questionable. Every pupil's schedule is very carefully planned with the junior high school counselor before the pupil enters the senior high school.

FOLLOW-UP PRACTICES

The senior high school counselor receives the cumulative guidance records with readily interpretive data and the thoughtfully planned schedules. Occasionally more personal information is needed. If so, they talk over with the junior high school counselors, either by phone or in conference, how they can best aid pupils who are in need of immediate guidance and others who may not adjust well.

The junior high school counselors are continuously studying the honor-roll reports from the senior high schools to learn of the progress of former pupils. They are frequently making inquiry from the senior high school counselors about the success of the placements.

Pupils, who leave the junior high school to become employed prior to the completion of the ninth grade, are sent to the office of Young Adult Education for an introductory interview with the director of the office before employment certificates are issued. The office of Young Adult Education will henceforth attempt to aid these "drop-outs" in many ways. They will be introduced to the several youth organizations in one or more of which membership may be accepted. It promotes opportunity to become active in the Civic Youth Council which provides experiences in civic activities.

Guidance in the Junior High School Through the Learning Process

MARY E. HAYES

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LEARNING may be defined from two distinct points of view—acquisition and growth. Today the idea of growth has superseded that of achievement. The necessity for the achievement of knowledge, skills, and habits is recognized in the learning process, but growth from within is the ultimate aim of education in a democratic situation. Since the function of teaching is to stimulate the desire for learning, to assist in molding the young mind, to lead in the development of character and personality, each teacher is a guidance teacher.

MAKING THE ASSIGNMENT

Let us consider first the matter of assignments. Each daily assignment must be given in clear, concise language so as to be understood by all. They must know where to look for information—textbook, library, newspaper, or magazine. It must not be too long or too difficult to be completed in a reasonable time. If it is an assignment requiring several days' preparation, directions must be clearly given and a time designated for its completion.

Allowance should be made for individual differences by giving assignments on an A, B, and C level. All students do not have the same capabilities. Some consideration should be made for the ones who have superior ability and for those of less than average.

In a C assignment, there is no work of the creative or original type. All pupils are required to complete the teacher-directed minimum requirements of a unit. These assignments call for understanding and assimilation only. This does not presuppose that a pupil has inferior ability, but may mean that for some reason, he has time and interest for doing only the basic requirements of the unit. He is rated accordingly.

The B level of assignment is directed creative work. When studying a unit there are several suggestions given as to what a pupil might do which would add to his knowledge, skill, or understanding of a topic. Very often this takes the form of an interesting oral report on a topic read, a collection of clippings well arranged, posters, dramatizations, maps, or graphs.

The highest level of assignment, A, is non-directed. It gives opportunity for the pupil to "see" a problem and "solve" it. This sometimes takes the form of making a model or writing a play. For instance, when studying the topic "Natural Resources" one student constructed an oil well with a clever arrangement attached to a small phonograph motor which showed how a pump would operate. For each unit, an achievement mark is given for work on the C level, and additional credit is given for work on the A and the B levels.

DIRECTING STUDY PROCEDURES

Another phase of guidance is found in directed study procedures. New terms need to be defined and dictionaries used to find the one definition pertinent to the topic being studied.

Few recent textbooks have been written on the junior high school level; therefore, pupils must be guided to take a critical attitude on information given. At times, it is helpful to ask pupils to read a paragraph from an older text and find facts which are no longer true. Most facts refer to the time prior to World War II. This is a good opportunity for guidance in formulating hypotheses regarding the consequences of the war, as to resources, markets, and trade, and in interpreting changing ideas and conditions in terms of what may be the results of the war.

Students should be guided in becoming more independent, careful, and critical workers by being constantly on the alert for new material on a topic. For example, in the study of natural resources we found countless allusions in newspapers and magazines to synthetic materials to replace those to which we are accustomed. Care should be taken in studying a topic to weight evidence as to its validity, since data change so rapidly. The pupil must be warned not to draw conclusions on the basis of insufficient evidence.

The teacher must guide pupils in organizing material from the mass of facts which have been found. At the end of a unit an outline made by pupils and teacher clarifies and crystalizes the important points. In a recent current magazine is a statement to the effect that the aim of education should be the arrival at simplicity, directness, and clarity out of the complexity and clutter of the child mind. This tends toward serenity, the need of which is so great in our day.

Pupils need guidance in selecting books for additional reading. Sometimes the preface or a few interesting paragraphs are read to a class. Invariably many wish to read the book. We are fortunate in our school in having a librarian who couples with a love for good literature the belief that social science is the biggest thing in the curriculum. She does much in guiding and directing pupils in their reading. Recently an attractive social studies alcove has been added to our library. There pupils always find a table of books relating to each unit under consideration.

Finally, one of the most vital things a teacher can do in guidance in the learning process is to bring every assignment, class procedure, and outside activity of a unit to the present moment and make it fit into the daily lives of the pupils. For instance, the local coal shortage and emergency transportation measures of the Buffalo area very aptly fitted into the text of the day when the unit on world trade and transportation was being studied.

The Scope and Functions of the Guidance Services

CHARLES S. JOHNSON

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Most modern schools have teachers designated as "counselors"; their aim—to help students solve their personal, educational, and vocational problems. When introduced into the schools about 1905, interest focalized upon "vocational guidance." The scope of educational thought dealing with guidance is disclosed by a glance at the many university courses offered and by topics covered in the voluminous literature—personnel records, occupations, educational guidance, personality counseling, personality testing, placement, social development, student organizations, articulation, prognosis, child-guidance clinics, remedial teaching, individual differences, tests and measurements, marks and marking systems, mental hygiene, youth out-of-school, special classes, and many others.

Kefauver, Koos, Myers, Kitson, Brewer, Jones, Reavis, Strang, Traxler, and other writers in the field have markedly varied concepts of "guidance." These range from a narrow interpretation, "vocational guidance," to an embrasure of all types of life-activity. To some it means "individualizing" education, and, therefore, co-extensive with education. Many hold that guidance is as old as teaching itself and that it can be carried on by home-room teachers with or without direction by a specialist. Though the author subscribes to the idea of the home-room teachers' most active participation in the guidance program, he feels that leadership is indispensable. It is true that many teachers are not well qualified either by temperament or by training for personnel work, even with such qualified teachers there remains the need for leadership. Indeed, a group of "guidance experts" are just as much in need of leadership as is a group of neophytes; a different kind of leadership it is true, but leadership, nevertheless. Reference is made to this fact because one so frequently hears it said that if teachers were better trained, guidance would not be needed.

TYPES OF ORGANIZATION

Organization plans vary in scope from those adapted to small junior high schools which employ no specialists to those for large school systems which may provide a counseling program, health service, attendance and home visitors, psychological and testing service, mental-health clinic, and a placement office. The general trend seems clear. In large schools there is some sort of formal organization, but there is considerable variation in service provided. In medium-sized schools there may not be an extensive formal guidance organization, but some appraisal and adjustment service is provided. In small schools the proportion offering guidance service is increasing; intelligence tests, observational records, personality questionnaires, biographies, daily schedules of students' activities and other cumulative information are in every

day use. A most significant trend seems to be toward the co-ordination of all community guidance services available to youth—public welfare departments, family welfare societies, juvenile courts, psychological clinics, and other social agencies (South Bend, Indiana, among others, points this trend).

There are wide implications in the unique Philadelphia plan as recently described in a newspaper column:

Two years ago Philadelphia's school board, with a refreshing disregard of other cities' counseling and guidance program, engaged a professional social worker to reorganize counseling and attendance policies and head a division of pupil personnel. Here was a man who knew children too, but from outside the classroom instead of inside. Still retaining the usual guidance in high schools, he set up a permissive, non-directive counseling in elementary schools, where many people dealing with children think emphasis should be. It is this deviation which makes Philadelphia's counseling of possible significance.

From its teachers were selected 80-odd known to be interested in children as persons instead of as academic sponges, and they were assigned to schools as rapidly as principals would accept them. Their preparation was marked for its thoroughness, simplicity, and common sense. They were trained in seminars and round-table discussions; the best child psychiatrists in the country talked to them; leaders in training social workers lectured; they read, they discussed, they sought advice from older, more experienced teachers who knew a distraught child from a bad one. And all the time they talked with children and parents, reporting their mistakes and successes to the head of the division and his equally capable assistant, also a social worker. In short, the counseling teachers, as they were called, were trained exactly as a master craftsman trains an alert, promising apprentice—by handling actual cases under close supervision instead of relying completely on book theory, but not expected or allowed to attempt the impossible. They knew that, fundamentally, no matter how inept they might be at first, a sympathetic heart, a ready ear, and a mum tongue would remedy more children's difficulties than a basketful of shiny new degrees.

After an initial resentment the teachers and principals accepted their help because it paid off in school efficiency. The counseling teachers worked with the mean, bright, restless child, the one who vomits at the sight of a reading book, the sissy, and the show-off. They helped each child individually "to set up his problem as it feels to him, personally, and to work on it in his own way; to bring him something new, such as information he does not have and help him consider how he may be able to use it; and to recognize and accept elements in the situation which will not yield to his pressure and to which he will need to adjust insofar as he is able."

This pragmatic, matter-of-fact use of the research in psychiatry, social science, and education in the Philadelphia plan may find general acceptance and be wholly successful in sending to junior high schools integrated or "balanced" personalities. However, the needs of youth in achieving all-round

development by realizing their best possibilities as unique individuals in a democracy calls for sequential guidance service in secondary schools. Boys and girls from twelve to fifteen are growing rapidly and need to understand the processes of growth and the importance of health. They are highly sensitive to differences in economic status, social differences, likeness to others. They strive to establish themselves as accepted members of their group. They feel ready for larger responsibility in the home, school, and community. New recreational interests take these boys and girls outside their homes in their leisure hours. Interest in the opposite sex, especially on the part of the girls of this age, focuses their attention on "correct" clothes, "hair-styles," and etiquette.

CURRICULUM CHALLENGES

Although modern schools have made progress, educators seldom really attack the task of meeting the needs of youth. Academic traditions insist upon curriculums organized to provide for "mental discipline." Methods are based on the logic of the subject rather than the logic of "experience." Provision for individual differences means varying the quantity of material to be mastered without change of content. Measurement usually computes learning ability and assays quantity learned. It is not implied that these are undesirable in themselves, but it is certain that doing all well will not accomplish the most fundamental aims of education—the enrichment of character and personality, the functional meeting of youth's needs. Guidance will have to recognize the need of restless junior-high youth for more activity and more rest. It must encourage friendship between pupils and between pupils and teachers. Conditions of belonging will have to be understood and definite provision made for socially useful contributions.

The curriculum must be modified to offer success to dull and underprivileged youth and the challenge of difficult situations to the bright. Even "failures" must be experienced; too easy success is as damaging to growth as too much failure. Under many marking systems a group standard is maintained to which all children are expected to conform. Bright students feel that they accomplish much when they measure up to the norm. Permanent attitudes toward work are set-up resulting in disastrous effects in later business or professional life. In contrast the slow, dull, or underprivileged have drill and failure as their dominant school memories and they vent their spleen on school, family, and society. Mental hygiene criteria need to be used in evaluating administrative practices. These include student classification, promotion methods, and adjustment of curriculums to individual needs. Effective patterns of behavior which will permit students to achieve acceptance by their fellows should be recognized as a genuine curriculum objective. Some youth have the lethal experience of being daily in the company of other youth with whom they are not able to participate in a valued way. This the school must not permit.

Increasing self-direction and independence of action are necessary to give students self-confidence; and to help establish themselves in their own eyes, really to feel themselves to be "people" in their own right. Each must learn to take responsibility for his own acts. Each must be allowed to take consequences and must not be shielded from the results of his own acts or disabilities. As a basis for social consciousness and social facility, group planning and group work should be staged. The basic values of democracy must be nurtured. Based on more than "patriotism," they must be rooted in understanding and born of inner conviction. Along with other "values," to be effective, they must be *taught*—not left to chance or incidental contagion. (Hitler taught us this.)

It is dangerous to outline here the kind or extent of the guidance program every school should follow. Many plans are readily available in the literature in the field. Community differences, the individual and collective needs of the students, and the number of teachers capable of participating in the program make it desirable for each school to solve its own problems in the light of its own needs.

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Guidance Service Through the Agency of the Home Room

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IN THE early days of education, when pupils spent their entire day under the guidance of one teacher, a personal and intimate relationship existed between the teacher and her pupils. Every good teacher knew the problems and the needs of her several pupils. This same situation prevails today, in some degree, in the elementary school. However, in the secondary school under a departmentalized system, each teacher tends to become a specialist interested primarily in one subject or, at the most, in a group of related subjects. Thus much of the valuable personal and intimate contact between teacher and pupil tends to disappear. If the classroom association were the only contact between teacher and pupils, one rightfully should weigh the value of today's specialization against the value of establishing intimate and personal relationships. To offset this disadvantage many schools have incorporated a home-room sponsor plan whereby each pupil is assigned to one home-room teacher who guides him in his entire school experience. This plan makes possible the continuity of contact with each pupil which was a part of his elementary-school experience. The pupil again feels that there is one teacher who is keenly interested in him and his affairs. It also provides an opportunity for the school to study each pupil as an individual and so provide for his many needs.

The role played by the home-room teacher is summed up in the following quotation from the *Report of the Committee on Guidance*¹:

The home-room teacher functions in all phases of guidance. It is in this capacity that she comes to know each pupil in the room more intimately than any other teacher. She alone has the opportunity of knowing the pupil in all his relationships—his studies; his difficulties with teachers; his problems of discipline; his home conditions and environment; his associates in school and out; and his attitudes, interests, and abilities. Therefore, whether the school be large or small, it is with the home-room teacher that the foundations for guidance must be laid.

When boys and girls enter the Boynton Junior High School from the elementary schools and the rural districts contracting with the city, they are assigned to home-room groups numbering from thirty-five to forty pupils. Each home-room group, unlike the relatively homogeneous class groups, represents a cross section of the entire grade. Each home room is composed of pupils of varying abilities and represents all types of homes. These pupils become well acquainted with one another's abilities and interests and learn to work together. In this more intimate association the home-room teacher learns to

¹ *Guidance in Secondary Schools*, Report of the Committee on Guidance, NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS, Bulletin No. 19, January, 1928, pp. 16-17.

know each pupil and becomes his "school parent," his friend and his *confidante*.

No part of the school organization is of greater importance in the orientation of new pupils than the home room. It is here that school policies and procedures are presented and interpreted, and it is here that standards of work and citizenship are set. It becomes the unit through which the major projects of the school are carried on.

PARTICIPATION IN SCHOOL GOVERNMENT

The home room is also the basis of pupil participation in school government. Just as every family is a part of a larger group, the community, so the home room is a part of the larger school group, the school community. To this end we have endeavored to organize our school community as a miniature democracy thus enabling pupils to put into active practice the principles of good citizenship. In order to make it possible for the home-room teacher to know each pupil better than any other teacher knows him, even the guidance counselor, the home-room group remains with the same teacher for the entire three-year period. Each home room is carefully organized. Home-room officers are elected by each group after ample opportunity has been given for members to become acquainted, to become aware fully of the aims and purposes of the home room, and to realize the qualifications, duties, and responsibilities of the various home-room officers.

Upon election, the seventh grade home-room representatives become candidates for the office of school secretary-treasurer, the eighth grade home-room presidents for the office of school vice-president, and the ninth grade home-room presidents candidates for the office of school president. A school election is then held to choose the three school officers, president, vice-president, and secretary-treasurer. These three school officers elected by the entire school preside respectively over the Student Council of Presidents, the Council of Vice-presidents, and the Council of Secretary-treasurers.

PARTICIPATION IN SCHOOL ACTIVITIES

As a part of the activities program of the school, the home room is concerned with the most intimate organization of the school. Ideally, nearly every pupil has a job and is expected to be active in it. The following activities are among those engaged in by home-room pupils:

1. Election of council representatives.
2. Participation in school activities of a major nature.
3. Participation in community projects—scrap drives, waste-paper collections, and clothing collections.
4. Encouragement in systematic saving on the part of pupils—weekly sale of war savings stamps.
5. Study of school and community problems.
6. Participation in intramural sports, and in other general activities.
7. Organization of meetings for special purposes.

8. Setting patterns for citizenship for members of the home room.
9. Stimulating interest in the simple rules and observances requisite for good health.
10. Preparation for and giving of parties.

The American Association of School Administrators emphasizes the importance of such a program. We are told that probably there is no better way to teach boys and girls to evaluate school practices, many of which become school traditions, than by helping them to consider the group problems that are most immediate—school rules and regulations. These problems are real and are closely related to the welfare and happiness of pupils in school. The home-room period provides time for this discussion.

GUIDANCE THROUGH ACTIVITIES

The Student Council

A student council organized for the sake of having a council and not because there is a need or a desire for one, will not function adequately in the life of any school. According to Professor Fretwell,² "a council does not stand transplanting, but it can be grown, and in the experience of most schools, the home room is the place to begin the cultivation." We find that school projects usually originate in the home room, or in one of the several school clubs or organizations. Affairs to be taken up in council are discussed in the home room both before and after council action. Frequently important projects are discussed further in the school assembly. Among the projects that have been carried out by the student council during the past few years are these:

1. Revision of the Code of Honor.
2. Revision of the constitution of the council.
3. Discussions of standards of conduct in corridors, cafeteria, and auditorium.
4. Planning and giving the annual party for grandparents.
5. Planning of campaigns such as courtesy, clean-up, and safety.
6. Study and recommendations for social functions of the school.

A practical problem and one which has made for good school morale has been that of introducing new pupils to the school. When a visiting day is arranged for pupils from the sixth grades of the elementary schools, council members enjoy acting as guides. At the opening of school each September, council members constitute a "welcoming committee," lending assistance when needed to new comers.

The Home-room Meeting

One of the most important activities of the home room is the bi-weekly home-room meeting. At the sound of the home-room president's gavel, forty adolescents come to order ready to carry on the business of the day. The home-room president presides, and in a dignified but pleasant manner follows the

² Fretwell, E. K., *Extra-Curricular Activities in Secondary Schools*, Cambridge, Mass.: Houghton Mifflin. 1931. p. 129.

regular order of business. The meeting is conducted according to parliamentary procedures, for a working knowledge of such procedure will be useful to boys and girls in their community life. In addition to providing an opportunity for the discussion of school and community problems, the home-room meeting develops leadership, initiative, and the power of deliberative judgment. Frequently, the business meeting is followed by a home-room program planned and prepared by pupils with the help of the home-room sponsor.

The School Assembly

Although developing assembly programs is not the major responsibility of the home room, yet frequently home-room programs will be observed that have proved to be so interesting that they are suitable and appropriate for assembly presentation. As Pechstein and McGregor³ point out, "it is in the assembly that the real school is consciously recognized as an entity by the teachers and the pupils who compose it; that the assembly draws members of all classes and all departments into a social whole, united for achievement of dignified and worthy aims."

As the assembly exists to train pupils, our pupils share in the educative experience of developing and presenting assembly programs. An assembly committee, composed of teachers and pupil representatives, outline the program of assemblies for the year. Varied types of programs are provided for, including plays, celebrations of patriotic and special days, short speeches by pupils, discussions of projects of school and community interest, and those programs which grow out of other school activities. Club programs, demonstrations by the physical education department, and musical programs by the music department have proved very popular with both pupils and teachers. It is this period, too, that provides time and place for installing school officers, holding school community meetings, launching school projects, and for awarding school honors. Outside speakers are occasionally invited to address the school. Aside from the inspiration which good speakers can bring to pupils, the occasion also provides an excellent opportunity for training in audience courtesy.

The School Paper

The school paper called the *Clarion* has proved an effective means of creating a wholesome school spirit and of arousing pride and loyalty. Through school news and stories it has pointed out the accomplishments and needs of the school. It also has helped in encouraging pupil participation in school government and good citizenship. The school paper, together with the home-room period and the assembly, has done much to unify the school.

Any school paper requires close teacher supervision, for a school is responsible for anything published in its name. Guidance is necessary at any level,

³ Pechstein, L. A., and McGregor, A. L.—*Psychology of the Junior High School Pupil*. Cambridge, Mass.; Houghton Mifflin. 1924. p. 230.

even in the college years, but in the adolescent years it is absolutely essential. In the Boynton Junior High School the faculty adviser of the school paper is an English teacher whose teaching program is somewhat lightened. Under her supervision and guidance, each English class is responsible for preparing and compiling the materials for one issue. By this plan, scores of pupils have an opportunity to receive training and practice in writing. A committee of interested boys turns out the paper on an old mimeograph which, incidentally, furnishes training in its manipulation, and gives untold pleasure such as only Tom Sawyer's friends experienced when they were permitted to white wash the fence. Home-room representatives handle its sale and distribution.

The Traffic Squad

The problem of corridor congestion, commonly present in a departmentalized school whenever pupils pass to and from classes can be partially solved, at least, by the organization of a pupil traffic squad. Adolescent boys are eager to help and their services in the corridors, in the cafeteria, in the lunch rooms, and on the playground can contribute markedly to the orderliness of the school.

Boys are recruited for the traffic squad from the eighth and ninth grades. Boys desiring to serve on the squad fill out an application blank with the assistance of the home-room teacher and present it to the traffic sponsor. As vacancies on the squad occur, due to completion of terms of service, failure of members to maintain standards of work or conduct, or from an occasional resignation of members, new boys are added from the list of applicants. New members are placed on trial as reserves for one month. Those making good are then pronounced to the regular squad.

In order not to deprive girls of their chance to help, a group of girl "ushers" has been organized. In that capacity they serve at school functions, and also share with the traffic squad the honor of conducting visitors about the school.

The Building and Grounds Committee

Many people are thoughtless in their care and use of public property. To many, public property belongs to no one in particular and, therefore, its use and care is not a matter for the individual. We often see evidence of this thoughtlessness when we enter public parks and buildings. The school can help to change this attitude, and the best place to begin in teaching care of public property is to teach pupils to care for their own school building. An effective way to do this is to organize a "building and grounds" committee. The duties of this group are not only to prevent the misuse of the building, but to consider ways and means of improving and beautifying it.

A building and grounds committee made up of the vice-presidents of each home room, with the vice-president of the school serving as chairman, meets weekly to consider ways and means of keeping the school property clean and

free from defacements. The committee also attempts to improve the house-keeping habits in the classrooms and home rooms. Each home room is inspected weekly by the members of the committee and a "Home Room Beautiful" banner awarded to the room having the highest rating. This group also takes charge of the "Lost and Found Bureau." The head custodian is a member of the group.

Through these many activities, a well organized home room under the guidance of a sympathetic sponsor assists pupils to adjust to their school environment and to discover their interests and abilities. Dunsmoor and Hoffman, in their *Home-room Sponsor's Handbook*,⁴ state that the home room exists primarily for guidance purposes, that it acts as a vital orientation agency, develops good citizenship and character attitudes, and assists in providing educational and vocational guidance. In the *Junior High School Handbook* of the New Jersey Junior High-School Teachers' Association, we read that "probably the most effective guidance is accomplished by the home-room teacher. Though much good work is being done by counselors with their efficiently organized officers, many home-room teachers are exceeding them in the actual influence they have made on the lives of their pupils. The home-room teacher is undoubtedly in the most advantageous position to develop the teacher-pupil relationship."

One of the chief aims of education, according to Professor Briggs, is "to teach pupils to do better the desirable activities that they will perform anyway."⁵ The home room that is well organized, with pupils assuming responsibility and the teacher in the background, guiding skillfully, makes possible the realization of this aim.

⁴ Chapter I.

⁵ Briggs, Thomas H. *THE JUNIOR HIGH SCHOOL*. Cambridge, Mass.: Houghton Mifflin. 1920. p. 157.

NEWS NOTE

LIBRARY NEEDS—"Education in a democracy must not stop with graduation from school," Carl Vitz, president of the American Library Association, said in connection with the publication of the association's adult education policy for libraries in the immediate and postwar years. The association's adult education program is linked with the aggressive renewal, after the war, of its fight for public libraries in all areas of the United States now without them. Mr. Vitz forecast that major demand in libraries after the war will be for books and other materials on labor relations, personal and domestic adjustments, home building and furnishing, veteran's welfare, vocational education, and foreign relations. He predicted that the staple equipment of libraries—books and pamphlets—will be supplemented by many new types of learning materials which have proved effective in military training—pictures, educational films, and phonograph recordings. "It is expected," he said, "that new types of training booklets will be available soon as a result of military and industrial experience. The development of inexpensive, easily readable books for readers with limited formal education has been coming for a long time, and there are signs that they will be plentiful after the war." For further information, apply to Public Relations Division, American Library Association, 520 North Michigan Avenue, Chicago 11, Illinois.

The Fourth R

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THE head of a great business enterprise in a New England state once told me that most of his time was spent in preventing or settling conflicts among his executive officers. An eminent surgeon, asked what was the first requirement for success in his work replied, "Personality." Industries, like Western Electric, have found that the establishment of counseling service, with trained "listeners" who spend all their time hearing the hopes and troubles of shop workers has a marked effect for good production and less absenteeism. In these cases in the competitive world of business, industry and the professions, it has been found that the ability to understand and get along with other people is basic and profitable.

In the junior high school, there have been a number of kinds of effort to aid personal adjustments. The home room was instituted to take the curse off the greater impersonality of departmentalized work, following on elementary experience where one class and one teacher came to know each other well. Unfortunately, the home room itself is often only one more department, with twenty minutes or so devoted to announcements and with no real vitality in the form of a common task and rich relationships between students and teacher. Counseling of various kinds has been tried, but again, the size of enrollments, the pressure of college requirements, the shortness of time, the lack of money to invest in professionally trained counselors—all of these factors have worked against the admittedly good purpose of counseling systems.

Good has been accomplished, however, despite the handicaps. And every junior high school principal who does a successful job, knows that he spends much time counseling teachers, on personal and professional problems.

The war, with the stress which it has put upon families who wait anxiously for news of their dear ones in action, has intensified our general awareness of problems in human relations. Dislocations of life, caused by migration of workers, by overcrowded housing and transportation, by shortages of recreation centers for youth, by increased controls exercised by the Federal governments,—all these have broadened the awareness of problems. We now see very clearly that the melting pot has not melted away the cultural differences of racial, religious, and nationality groups. We begin to see, furthermore, that it is of the essence of democracy to preserve the freedoms of thought and speech and custom which diverse groups may cherish. We begin to recognize anew the values of equality of opportunity, the right to live in liberty, to pursue happiness as guaranteed by the founding fathers. The suppression and aggression of the fascist states have thrown our own ideal of liberty into sharp relief. We recoil from the concept of a supreme dictator who runs the lives of his people, making fundamental decisions for them. We recoil from

the massacre of Poles and of Jews. We recoil from the whole idea of a master race and the bloody delineation of its meaning.

And so it has come about that we have looked more closely at our own life together, in families, in schools, in the United States as a whole. We haven't had to look very hard to see that there are imperfections in our practice of living together. The daily press with its stories of trouble between white and Negro workers and landholders tells a sorrowful story of a dilemma which has been building for three hundred years. Beatings administered by youths of one religion to those of another tell of quick willingness to seek and brutally attack scapegoats. A hue and cry over juvenile delinquency testifies to ill-adjusted family life for girls and boys throughout the nation.

UNDERSTANDING HUMAN RELATIONS

In the schools themselves, and to some extent, peculiarly in the junior high school, there is a recognition of restlessness, and a desire for change. For a few hours each day, the school population becomes a community, a microcosm of the forces at work in our world. Its peculiar nature is created by the fact of adolescence—the time of transition from childhood to adulthood—which intensifies, though it does not alter the nature of human beings and their problems. In order to meet the real needs of the boys and girls and the teachers and administrators and parents who are involved, it is necessary to take a fresh look at the human nature which is being dealt with.

One way to begin, is to ask the question, "For what does each of us hope?"

"We hope to know the world; to achieve; to love and be loved."

Such an answer may not seem to connect immediately with the teaching job. Yet its relation to that job is apparent as soon as we recognize that knowing the world involves learning, the constant learning which the growing organism seeks through all its senses and through all the experiences of every day, including the artificially arranged and the inescapably forceful examples of teacher behavior, which the young people undergo.

To achieve—this means social as well as intellectual and practical achievement. It involves finding answers to questions about self and the world, which increase the power and mastery over self and the world. It involves seeking and securing the approval of classmates, teachers, and parents. It means social as well as academic recognition, belonging, progress.

To love and be loved—in this phrase is expressed the desire to be known and liked for oneself, not because one is a member of a group.

To accomplish growth in these three directions, requires tools. It requires ability to communicate ideas and understand the ideas of others. Hence language and the arts are important—the two R's of reading and writing. It requires ability to count, to understand quantity and quantitative relationships—hence the R of 'rithmetic. But certainly as basic as these and all other tools, is the know-how of human relationships. How to under-

stand people of your own age and those who are younger and older. How to organize a group of different human beings to work for a common purpose. How to overcome the emotional barriers which prevent free communication. How to resolve antagonisms which spring up. How to avoid and overcome humiliation. How to build a lasting friendship. All of these constitute the necessary study of relationships—a fourth “R.”

To recognize and make full educational use of the normally intense human desire to master the skills involved in the fourth R, is quite obviously a primary job of school staffs. Since the skills involved in it are learned, not inherited, it is implied that the life experience, the professional training, and the day by day study of professional educators are all involved. Since none of us has very likely had an ideal life, or an ideal preparation for teaching, there are a good many things to do. Just two of them are suggested. The first, is to raise and answer certain questions regarding the present practice of each school and its personnel. The second, to find the principles of democracy and learning which give rise to the questions and can give guidance.

SOME QUESTIONS AND PRINCIPLES

1. Does every faculty member participate in forming major policies?
2. Does every student have a share in forming purposes, methods, choosing topics and materials, and evaluating the work of each class in which he is a participant?
3. Do parents share in discussions, observations, and school evaluations?
4. Are classes of such size and arranged in such a way that students and teachers get to know each other well?
5. Is every administrator, teacher, student, and parent accepted into the school community on the basis of his personal qualities, rather than on any basis whatsoever of a label—racial, religious, or nationality?
6. Is there a recognized procedure by which any administrator, teacher, pupil, or parent can get a sympathetic hearing of his creative ideas for changes in school procedure, or of personal difficulties which interfere with his own and the school's best functioning?
7. Are all members of the staff acquainted with the recent and important knowledge from the fields of psychology, physiology, sociology, anthropology, concerning the growth and development of individuals and cultural groups?
8. Are all of the human resources of school and community used to the full in learning projects? Are all of the subjects of study fully related to the life of the community?
9. Is the aim of all discipline to encourage self-discipline, self-evaluation?

It is obvious, perhaps, that these questions spring from certain principles which seem to be scientifically and practically valid in the field of human relationships which are to be designed for the maximum growth of all. The principles are these:

1. Every human being wants to learn and to belong, to share in thinking, deciding, and working with his fellows.
2. The school society can become a working example of good—happy and fruitful—human relationships.

3. Every human being has a right to be judged for what he is, rather than by a stereotype label.

4. In order to make the social contribution of which he is capable, every human being needs security, self-confidence, affection, someone to whom to tell his troubles.

5. Teachers can find, study, and use a wealth of information regarding human development—personal and social—which can be useful in guiding education.

6. The school is a part of the total education process of community living.

7. Each person makes the ultimate decisions regarding his own behavior. This is a liberty dictatorship can constrict and pervert, but cannot destroy.

IN CONCLUSION

The understanding of relationships, particularly of human relationships seems to be basic to the development of every individual and of every society. The school has the opportunity to do a great deal in this field—both in practice and in theory. The junior high school faces the problem of dealing with students who are often in a most difficult phase of development, between childhood and adulthood. In order to deal with them effectively, the school staff must, itself, be well-integrated and well-adjusted as individual persons and as a united, professional group.

In addition to the suggestions for action indicated by the nine questions, the principles stated would seem to involve specifics such as the following:

First, a selection of school personnel which has a basic faith in the ability of all normal human beings to learn and to grow. Along with such selection, there is necessary a continuous in-service program of professional education, including the building and use of a good professional library; group discussions of recent literature from the sciences, at least once a month, dealing with human beings (with a focus on the application of this material to *our* school); an annual pre-school planning period of a week to two weeks; financed by the school system and including play as well as work; and continuous interest and recognition of each teacher's experimental work.

Second, faculty, classroom, and school-community organization for happy and co-operative work, study, and recreation. A time-plan which allows for informal group and individual conferences in addition to formal meetings. Classroom equipment which is movable so that small groups can work independently in the same room. Above all, an effort to reach group decisions by consensus, rather than by majority vote.

Third, periodic, informal, and frank discussions in which staff members are encouraged by the administration to air their opinions and prejudices, and in which the evidence pertinent to them is examined.

Finally, the recognition by every teacher of the opportunities in his special field with his particular pupils, to conduct classes in ways which give continuous experience in group planning and action and, in addition, the use by each teacher of the facts and skills which will help students to understand themselves and each other.

Citizenship Training and Character Development

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TODAY, as never before, American educators are facing a supreme challenge to the fundamental principles of democracy as set forth in the Bill of Rights. The impact of a global war has unleashed hatreds, bigotries, jealousies, fears, and cruelties to the point of almost annihilation of peoples. Inventions based upon the laws of physics, and the formulae of chemistry, instead of being used for man's comfort, for man's progress, have been turned into instruments for man's destruction. It is only in the democracies that hope for future peace lies. It is only from the democracies that leadership in planning for a lasting peace must come. "Last time a decisive part of this leadership came from Europe—and the peace did not last. This time humanity must look to the Americas which have already proved, at Rio, that society can be organized between nations on a peaceful, democratic basis."¹

THE COMMUNITY

In order to prepare the student for intelligent and patriotic American citizenship, it is necessary to give him a knowledge of the basic principles of our American democracy and to provide him with every opportunity to apply these principles to everyday practice. The Margaret Knox Junior High School presents a challenge to democratic living through the nature of its school population. It is composed of 1100 students. Sixty-five per cent are pure white, nineteen per cent are negroes, fifteen per cent are Puerto Ricans and one per cent are orientals and Indians. The whites represent thirty-two different nationalities with thirty-three per cent of them Italians. The school is located in a slum district of tenements, abandoned houses, vacant lots, garages, parking lots, laundries, factories, and, on the fringe, apartment houses. Seventy-four per cent of the pupils have both parents employed, twenty-three have one parent employed, while three per cent of the parents of these pupils are unemployed.

When the junior high school was organized in 1935 there were decided antipathies among the groups. Parents resented the extension of the 8B school. They felt that eventually the elementary pupils would have to go elsewhere. The neighborhood resented the incoming of the few colored and Puerto Rican pupils who had already entered the school. The teachers were tense and nervous at the flagrant disobedience, defiance, and attacks upon them and upon the white students by some of the colored pupils who were suffering from neighborhood resentment, and who "took it out" upon the school.

Coal pockets lined the East River and were fertile fields for hiding truants and for luring the boys on warm days to swim off the docks. They were meet-

¹ Padilla, Ezequiel. "Humanity's Best Hope," Secretary of Foreign Affairs of Mexico. *Forum of the Future*. 1942-1943. Pan American Airways.

ing places for the adolescents and presented moral as well as physical hazards. Street fights were daily occurrences. Attacks from the roofs by bottle throwing were frequent occurrences.

DEVELOPING COMMUNITY PRIDE IN THE SCHOOL

A detailed recounting of the means taken to break down antipathies, to secure neighborhood co-operation, to build up a pride in the school as a force for neighborhood service, to develop within the school, through the pupils, a feeling of loyalty and affection for their school so that this spirit might act as leaven for the community, would be voluminous. The following are the high spots:

Contacts were made at once with the representatives of all the religious, social, and welfare agencies of the neighborhood. The co-operation of these agencies was magnificent. A few examples will indicate how successful this was. Through the Crime Prevention Bureau of the twenty-third Police Precinct admission to wood-working and electrical shops in the Heckscher Foundation was secured for the boys. This was a counteracting force to the lure of the coal pockets. Through the co-operation of the pastor of St. Lucy's Roman Catholic Church the basement of the church was fitted up as a game center for both afternoon and evening. This was highly successful. Through the Union Settlement after-school and evening club work was offered our pupils. Through the Society for the Prevention of Cruelty to Children undesirable home environment was investigated. Through the Young Men's Hebrew Association, the Theresa Kaufman Auditorium was made available for dancing, story hours, and club work. Through the teachers of the school the following classes for pupils were conducted in extracurriculum activities: classes in the respective religious centers of the community by Protestant and Catholic teachers, swimming classes at Heckscher Foundation and Jefferson Park pools by the swimming teachers, an after-school woodworking club by a teacher of the ungraded class, and an after-school cooking club by the home-making teachers.

The school was "sold" to the neighborhood as a friendly agency for harmonious living and co-operative enterprise through the splendid co-operation and outstanding interest of the custodian of the school in the youth of the neighborhood, who opened the outer playgrounds of the school on Saturdays and Sundays, and who supervised the play himself; through the formation of a Mothers' Club (there was no parents' organization at first) to which mothers were invited to afternoon tea prepared and served by their own children (this has grown to the present Parents' Association); and through the formation of the "100th Street Club"—a co-operative enterprise started by one of the teachers and composed of the parents and pupils on 100th Street for the purpose of protecting the school property against vandalism and of beautifying the grounds. How successful this enterprise finally became is attested to by the awarding of a bronze plaque by the Mayor of the City of

New York to the school as one of the six schools in the entire city that were judged the best in their record of anti-vandalism.

By the willingness of the school to have parents come to "air" their differences and problems, by talking frankly with them, and by trying to show them both sides of the question, antipathies have been overcome and overt acts of violence have been completely eliminated. The school functions without any racial rivalries. The faculty is constantly on the alert, now that war has unleashed so many passions, to sense any trouble brewing and to avert, if possible, any manifestations of ill-will. To date the school is a splendid example of democracy in action.

PLANNING WELL FOR GUIDANCE

In the hope that our junior high school will function with ever-increasing effectiveness in the lives of the students, the problem of well-planned guidance has been given careful consideration. Grade advisers have been selected upon the basis of their demonstrated ability to inspire youth with confidence, and to meet with sympathetic understanding the problems involved. One teacher is the grade adviser for the seventh-grade pupils, one for the eighth-grade pupils, and one for the ninth-grade pupils. In addition, a regular vocational guidance counselor gives her services two days a week. A folder for each student is kept by each grade adviser for her respective year. This folder contains the cumulative record of the individual pupil from 7A through 9B. It shows the record in personality traits, attitudes and aptitudes, proficiencies and deficiencies, the IQ, reading and arithmetic grades obtained through the use of standardized tests, and the results of pupil, parent, and teacher interviews. There is an extensive guidance library available for the use of both teachers and pupils.

Group guidance, incomplete in itself, is an important phase of any school guidance program. For certain purposes it is more effective than individual guidance. Occupational or vocational information, educational opportunities, health, recreational, and social guidance may be presented advantageously to groups of students. Discussion by the group brings out more facts and points of view than is possible in individual interviews. The students become acquainted with the opportunities for placement and advancement in the fields of their respective choices. They are made aware not only of the educational requirements for positions but also of the ethical and social equipment necessary to fit them into the American way of life.

Group guidance has many other favorable aspects when used in conjunction with a program of individual guidance. It is often more interesting to the pupil, for he learns of many other occupations than just the one he seems to be interested in at the moment. It is more systematic and comprehensive than individual guidance. It is a time saver. Every child is reached. It furnishes a background or basis for future individual guidance.

The auditorium period offers an excellent opportunity to present programs in the realm of guidance. Speakers from the high schools, outstanding representatives from various fields of employment open to women, and speakers from local recreational organizations are invited to address auditorium groups. Home-room and club periods are utilized by class teachers for group guidance. Topics for discussion vary according to the needs of the group although there is a basic topic planned for each grade: 7A—Orientation; 7B—Participation in the Life of the School; 8A—Analysis of Opportunities in Subjects and Activities; 8B—Self-Discovery and Self-Evaluation; 9A—Educational Planning; and 9B—Looking Ahead.

The school curriculum has been adapted to the particular and varied needs of three groups of pupils requiring special attention—the retarded group, the gifted or bright, and the disciplinary group. Learning experiences are selected which best satisfy the needs of these exceptional cases.

SOLVING DISCIPLINARY AND DELINQUENCY PROBLEMS

Pupils presenting serious discipline problems (they are usually also retarded) follow a special program. They meet fewer teachers and thus have fewer personality adjustments to make. The teachers are selected for their teaching strength, their vision and courage, and their unfaltering faith in human nature. The teacher learns to know and to understand each pupil. She gives individual attention to each problem and adjusts teacher methods and materials so as to arouse interest in desirable work and behavior attitudes. The pupil is made to feel, as he lives through the school day, that each period contributes something worth while to his general development. Through interviews with pupils, parents, and teachers the grade adviser gives valuable assistance in adjusting these pupils. The visiting teacher is another strong influence, an invaluable aid to the school in dealing with the more serious cases of repeated misbehavior.

In order to meet some problems of potential delinquency, a co-operative experiment was conducted. Fourteen outstanding disciplinary cases with marked characteristics of potential delinquency (truancy, resentment toward home and school, lying, stealing, laziness, disorder) were selected. These pupils were also grade repeaters. The principal held a conference with teachers who had infinite patience, a keen sense of humor, a faith in the adolescent, and a flexible personality. The problem was discussed, and ways and means were suggested for meeting it. Thirty periods a week were needed, as these fourteen pupils were in classes ranging from 7B through 9A.

At a meeting of the entire faculty the problem was presented, with the result that the corps volunteered to "give up" a free period each in order to provide time for the experiment. Then the principal called the fourteen pupils into conference and discussed with them their difficulties and a possible solution. Most of the girls were anxious to avail themselves of the opportunity for

this highly individualized program; some of them were skeptical. When they were assured that the plan was optional, that they might participate in it if they wished, that regular attendance would be expected, and that they would be given an opportunity to advance commensurate with their ability and their desire to do so, an opportunity to talk over their troubles with the teachers selected, to assume as much work and as many responsibilities as they could do volitionally, they were all willing to try. Teacher programs had to be adjusted; shifts had to be made. The guidance counselors brought all their knowledge of the individual pupils to the solution of the problem.

The visiting teacher helped the home to understand and to co-operate. Unfortunately, she had to leave at the end of the first month. It was then necessary to depend entirely upon our own resources for interesting these pupils. Opportunity to try out as many shops as possible was given these pupils. The principal held fortnightly conferences with the pupils and weekly conferences with the teachers involved. Briefly, this is the result: four pupils did two terms of work in one; nine advanced one grade; one made but slight response; thirteen pupils had no further record of unexplained absence; and four of the "worst" cases became so interested that they secured jobs after school as kitchen helpers in Mt. Sinai Hospital. This removed them from the temptations of the street. All pupils were returned to regular classes at the end of the semester. The teachers and principal kept close watch upon the progress of these students. The results have been most gratifying. Ten pupils are now in high school, two are in 9A, and one is in 9B.

DEALING WITH ATTENDANCE

Another phase of our guidance program which has effectively functioned is our procedure in the matter of attendance. The careful and constant attention given to daily attendance has brought gratifying results. A teacher is freed from class assignment one period each morning for the purpose of checking on absentees and of conferring with them and the home during the process of investigation.

This daily guidance period is given in the interests not only of pupils whose absences are unlawful or are the result of bad habits, but also of those who have problems concerning part-time employment and those who seek advice concerning some of their personal needs. During this period every pupil who has been absent for any reason is interviewed, her case is discussed, and, when the need arises, attendance regulations are again explained. Parents are urged to attend these conferences. In this way the "Attendance Teacher" becomes personally acquainted with the student and, through a better mutual understanding, is able to accomplish much in the character development of those who come in contact with her.

Frequently economic conditions of the home necessitate financial help from the pupil. When a student is fourteen years of age or older, and the

parent desires it, a certificate of part-time employment is issued through the proper channels. During 1944 the "Attendance Teacher" placed 369 girls in after-school work. All the jobs were secured by the school after having been carefully investigated. The teacher herself made after-school visits to the places of employment—mostly department stores—to check on the conditions under which the pupils were working and to see them in action. Many of these placed students had been frequent absentees, but the securing of a job for them by the school put an almost instantaneous end to the absence. Every after-school worker knew that if she was absent on any given day, she would not be permitted to work that afternoon after school. On such occasions the employer of the pupil was called by the school and he invariably co-operated by refusing the pupil work on that day because of her absence from school.

So effective has this type of guidance become, and so improved has grown the relationship between the student and the school, that The Margaret Knox Junior High School has climbed steadily to a higher place on the "attendance record list." There are eighty-three junior high schools in the city of New York. For many terms the Margaret Knox Junior High School fluctuated somewhere between the 70th and 78th place on that list. This month its rank is sixteen. The school has consistently remained in the first quartile for several years. Most of the girls employed after school showed improvement in scholarship and growth in desirable character traits.

DEVELOPING QUALITIES OF LEADERSHIP

Perhaps the most potent force in the Margaret Knox Junior High School in developing initiative, respect for law and order, and a sense of responsibility is the marshal organization. This is a group of students selected on the basis of worth-while character. The purpose of the marshal staff is not only to supervise yards, halls, and staircases for the safety and protection of the students but, more important, to afford opportunity to its members to develop qualities of leadership.

In the selection of the marshals such characteristics as dependability, co-operation, thoughtfulness, willingness to serve, and seriousness of purpose are essentially determining factors. Too often pupils who have great potentialities are not given sufficient scope to exercise their special talents.

It has been gratifying to note the development of initiative, pupil participation, and good judgment among the members of the marshal staff. They are frequently called upon to prove their ability to cope with emergencies or to make decision which challenge their judgment.

Each group within the staff is under the direction of a lieutenant who, in turn, receives the assistance and supervision of the captain of the entire staff. This arrangement makes for shared responsibility and gives the most outstanding members authority to make quick decisions when the need for doing so arises.

A general conference of all marshals and faculty advisers is held each month. Problems of a general nature are submitted for discussion and solution. Bi-weekly conference of officers and faculty advisers are held. Here administrative matters are discussed. These conferences result in the fostering of better pupil-faculty relationships. The growth in poise and in a respect for the opinions of others are concomitant outcomes of these meetings.

An integral part of the marshal organization is the marshals' court. This is composed of the officers, six marshals representing the respective grades, and the faculty advisers. Students displaying poor citizenship or lacking in co-operation are brought before the court. It is worthy of comment that the dignified composure of the court and the fairness with which cases are judged rarely fail to impress the offender. This is good citizenship in the making. Pupils learn that, in order to enjoy privileges, they must assume corresponding obligations.

The following incident will serve to illustrate the fact that, under the proper guidance, young people who possess the requisite characteristics can be molded into the leaders of tomorrow if their abilities are given the opportunity to function. A pupil who was serving her apprenticeship as a marshal was not accepted as a permanent member because of the refusal of a teacher's recommendation. The marshal was much aggrieved; her immediate reaction was that this was a case of personal antipathy. It was decided to bring the matter before the marshals' court.

The defendant was given an opportunity to state her case in detail. She found it impossible, however, upon maturer thinking, to deny the fairness of the teacher's challenge to her fitness for the post to which she aspired.

The marshals' court, after discussion of the case and careful consideration of the general record of the candidate, decided to temper justice with leniency. It was decided to give the student a one-month period in which to prove by constant good citizenship that she had the character and the stamina and the will to make good. The candidate was grateful for the chance and said simply as the meeting closed, "Thank you for listening to my story. I know that I can prove to all of you that I am worthy to become a marshal."

It is interesting to note that the marshal conferred with the teacher whose adverse report had been a stumbling block to the fulfillment of a strong desire. Each was friendly in her attitude towards the other; each understood the other better. At the end of the probationary period, the student became one of the marshal staff, recommended highly by all her teachers. It is this type of pupil initiative that makes for active, good citizenship.

There was another student who had a strong resentment towards marshals in general. It was decided by the marshals that, since this animosity probably sprang from an ignorance of the objectives and the problems of that group, she should be invited to attend a series of their conferences and witness the court proceedings. There she had the opportunity of studying the many evi-

dences of their co-operation and their willingness to tackle serious problems or assume additional responsibilities. This student later said to a member of the faculty, "They must like our school if they want to do so much extra work." Her words were spoken with respect—a respect that has steadily grown.

RECOGNIZING THE NEED FOR BEING PRACTICAL

As pointed out in the introductory statements in this article, the chaotic conditions of today's world point to a definite need for citizenship training. To turn out worthy citizens, citizens who are not only aware of their rights under the constitution, but who also are fired with a sense of responsibility to themselves, to their homes, to their schools, to their communities, and to their government—Federal, state and city—is the duty of the school. The opportunity given to the Margaret Knox Junior High School students for participation in school and in community activities, and the bringing of the community into the school for joint action in matters of guidance, attendance, conferences, parent-child days, and big-sister-little-sister days fosters a sense of responsibility, a spirit of co-operation, and a respect for American institutions, American traditions, and American laws.

But against what check list may the student in our American schools square his conduct? Against codes of behavior drawn up by himself and his fellow pupils? Against The Athenian Oath? Against slogans? These are all worthy devices in an attempt to produce students of good character, students who will be prepared to put into practice the principles laid down by our founding fathers. But aren't we building upon quicksand? What obligates a student to love his fellow student, to recognize differences and to respect them, to follow the guidance of his parents and his teachers, to save life, not to take it? Surely not check lists of behavior, codes, oaths, and slogans! These have no sanctions which are binding. Archbishop Stritch of Chicago in his five-point postwar program pertinently says: "There is a world order planned by God—a family of nations in which the immutable moral law, written in human reason, is the bond of union and charity—the guarantee of peace. . . . Religion alone can give life, authority, and binding force to human law and international agreements. The moral code of the natural law must be the basis of international law, and religion everywhere must enjoy that freedom which permits it to minister to the higher needs of man and to be the bulwark of social justice and social charity."

Why not teach our pupils the moral code? Why not work out for our city schools a planned program of character development such as had been drawn up by the Los Angeles City School District? Its foreword states: "Moral and spiritual values in education is presented to the elementary, junior, and senior high schools of the Los Angeles City School District as a guide for the further development of the moral and spiritual values in our

schools." There is something uplifting in the following statement on page 92 of the section on Reverence: "Not until we have glimpsed something of the infinite nature of God, however, can we touch the deepest springs of reverence—the infinite love of God which transcends all forms of human love from the beginning of time through all the ages to come—the peace of God which passeth all understanding—the wisdom of God which is greater than the combined wisdom of all great men of all time. No one can think of God in these terms without reverence."

Let us use the many examples of faith in God as contained in the statements in the press of reverential acts and utterances of the leaders of the allied forces: Lieut.-Gen. Sir William G. S. Dobbie at an address in New York said, "Trust in God is a practical thing, even in the twentieth century. My faith is not something extra thrown in. It is the rock-bottom thing." General Dobbie is known as "the man with a sword in one hand and a Bible in the other." General MacArthur's habit of asking God to bless his expedition, and of thanking Him for its success is another example of admirable faith. It is this faith in the Fatherhood of God that is making of the foxholes and trenches, the icy slopes, and the jungle marshes veritable societies of the Brotherhood of Man.

Here in New York state educators have a nucleus for a planned program of character education. In an address of Dr. Edwin R. Van Kleeck, Assistant State Commissioner of Education in Charge of Instruction, delivered at a teachers' conference in Syracuse, on November 17th, 1944, entitled "A Return to Religion—The Cure for Delinquency," he points out some of the weaknesses in present-day education—the removal by some of the fear of consequences, of fear of natural or earthly punishment as well as that of supernatural punishment; and the "completely painless pedagogy" advocated by some. He indicates the value in doing the hard thing; he decries "the present-day trend toward the philosophy of hedonism." He thinks "the best way to avert juvenile delinquency is to encourage religious education." He says in part: "Get more children into the 'released time' plan. . . . Encourage parents to return children to the church, to the synagogue, to Mass." He makes a plea for the restoration of discipline. "You realize," he says, "that I am thinking of discipline especially in terms of moral and ethical discipline. Children, who do not learn to respect authority, to mind, to behave, are greatly handicapped in adult life."

These are but some of the ways in which our junior high schools can meet the challenge of the times for a planned program in character development which will lead to a worthy citizenship so that "this nation under God shall have a new birth of freedom, and that this government of the people, by the people, for the people shall not perish from the earth."

The Book Column

Professional Books:

ABERNATHY, RUTH. *A Study of Expenditures and Service in Physical Education*. New York: Bureau of Publications, Teachers College, Columbia Univ. 1944. 113 pp. \$1.85.

This study searchingly reviews and proposes answers to such questions as these: How much money is spent on physical education and how much physical education does it buy? How expensive is the program and what is the relation of its cost to the total school budget? How are the types and cost of physical education for all pupils determined? How is the need for additional facilities, equipment, personnel, and program established? The book will be of special value to civic groups, boards of education, school administrators, and physical education personnel in planning, reviewing, and revising expenditures, facilities, and programs in physical education.

BISHOP, W. A. *Winged Peace*. New York: The Viking Press. 1944. 175 pp. \$2.50. The great story of aviation and the direction in which it is going is the story of our future—a future which will be written in terms of either *winged peace* or *winged death*. The author has poured into the book the past, the present and—most of all—the future of flight. He has told the story of aviation from Kitty Hawk to the B-29 Superfortresses, much of it in terms of his personal experiences. He shows us how our world has already been changed geographically, socially, economically, and politically; how these changes will be either for great good or for desperate evil. He makes us aware of the new world map with its limitless directions and its textbook-shattering implications. He shows us the new routes over which we will either trade or fight, find peace or destruction.

CLEWES, WINSTON. *The Violent Friends*. New York: D. Appleton-Century Co. 1945. 226 pp. \$2.50. This distinguished novel is based on the life of Jonathan Swift when he was Dean of St. Patrick's, Dublin—a great hater and a great lover of humanity who was torn between the carnal and spiritual love of two women. It is one of the strangest love stories in history. Stella and Vanessa both followed Swift to Dublin, Stella to give him the "calm contentment of her mind," which he so badly needed, and Vanessa to torment him with the physical love he tried so desperately to suppress. "The Violent Friends" is a remarkable novel and deals with a remarkable man who fought unceasingly against those things we are fighting now—injustice, corruption, and the misuse of power. But he fought too against his own nature—against the human, the "carnal," what he considered the degrading—and in this struggle lies much of the power and moving quality of the book. In presenting this life in dramatic terms Winston Clewes has made an outstanding contribution to literature.

COE, ROLAND. *The Little Scouts in Action*. New York: McBride Co. 1944. 104 pp. \$1.50. A compilation of Coe's delightful drawings featured weekly in the *Saturday Evening Post*. This is the mirthful saga of young America in khaki setting out to do its daily good deed. Here is real American humor—friendly, genial laughter from cover to cover. It is a book you can't resist "reading" once you see it.

CONGER, E. M. *Valery*. New York: Henry Holt and Co. 1944. 66 pp. \$1.50. It is a delightfully whimsical tale about a calf which began life as a very charming house pet and inevitable grew up to be a very large and cow-like cow. It is one of those rare books that appeals to all ages, for its dead-pan zaniness is as uproarious to adults as it is to children.

COOKE, D. C. *Young America's Aviation Annual*. New York: McBride Co. 1944. 224 pp. \$2.50. This past year was truly a bonanza year for aviation. The Luftwaffe was

thoroughly beaten and its manufacturing facilities smashed, the mighty B-29 went into action against the Japanese homeland, Task Force 58 dealt Japanese airpower devastating blows, the manufacturing industry grew to a point visualized by only a few of the most ardent advocates of aviation. These happenings are no longer news, but what is news is what happened behind the scenes to make those headlines possible. And that is the job undertaken in this completely new edition of *Young America's Annual*. Written in clear, concise language by a recognized aviation reporter, it explains in graphic detail the little known events which went into making the past aviation year truly an historical one.

- DALY, MAUREEN. *Smarter and Smoother*. New York: Dodd, Mead and Co. 1945. 197 pp. \$2.00. This is not a textbook to be studied as homework nor is it a handbook on how to be happy in high school, but rather a collection of helpful hints for girls and boys on what's doing or how to get along in your world. A girl in the groove is worth two off the track and a boy on the beam is well worth knowing. So with an eye to how the right boys and girls do it, here are a few words to the wise and the winsome who want to get the most out of high school and are eager to make their ways with smoothness.
- DAVENPORT, R. W. *My Country*. New York: Simon and Schuster. 1944. 62 pp. \$1.50. This is a poem that comes out of America. It comes out of the plains and mountains and rivers. It comes out of the farms and the cities. It gives voice to the huge factories, the wheels and levers, the "sheds and smoking-pits." The roar of American machinery is always in the background of *My Country*—and sometimes in the foreground.
- DAVIS, H. E., Ed. *Pioneers in World Order*. New York: Columbia Univ. Press. 1944. 282 pp. \$2.75. Seventeen well-known Americans appraise the work of the League of Nations in various fields of activity and point out the lessons which can be learned from this experience in building the future United Nations Organization. It is in large measure the outgrowth of the work of a Committee on Inquiry into the Future of the League of Nations set up by the League of Nations Association in 1943. American authorities, who have been closely associated with the League, were asked to prepare a memoranda for a conference which met at Princeton in December of that year, and the memoranda grew into the book. The various articles are not merely a story of what the League did. The emphasis is rather on the problems which already are arising in the various fields and will be still more obvious at the war's end, and how League machinery and experience can contribute to the solution of those problems.
- DAVIS, M. E. *Industrial Life Insurance in the United States*. New York: McGraw-Hill. 1944. 399 pp. \$2.75. Here is a comprehensive and authoritative book on the various aspects of the branch of life insurance developed specifically to meet the needs of lower-income families and the part it plays in the social economy of the nation. In simple, non-technical language, the book tells how industrial life insurance functions, describes the needs it is intended to serve, and analyzes how it serves them and what it costs. Thoroughly up-to-date, the book discusses the current practices of major companies, with special emphasis on recent developments, making available for the first time much specific information on practices and experiences.
- DEEMER, W. L. *An Empirical Study of the Relative Merits of Gregg Shorthand and Script Shorthand*. Cambridge, Mass.: Harvard University Press. 1944. 525 pp. \$4.00. This study included two sets of classes each followed for two years. The one set was composed of twenty classes (ten Script and ten Gregg), the other, 24 (12 Script and 12 Gregg). A number of interesting deductions are made in the report, but from the limited data collected by the follow-up study, the report states, "there seems to be little to choose between the two systems." The following comment concerning Im-

plications for training is forceful. "In spite of the fact that about forty per cent of the students employed in non-shorthand jobs said they thought that a knowledge of shorthand helped them secure employment, it is still to be questioned whether many of these pupils should have been encouraged to study shorthand. Very little more than one third of all students reporting employment had been able to secure shorthand jobs. One is led to believe, therefore, that school counselors should select for shorthand training only pupils with demonstrable aptitude for it. Moreover, schools should hesitate to provide this training for larger numbers of students than are likely to find remunerative use for their skill. The present waste of student effort and of school funds on shorthand teaching is great. For the balance of those students who must find places in business, training in the use of computing machines, dictating machines, retail selling, and other marketable skills would seem appropriate."

DOUGLASS, H. R., and KINNEY, L. B. *Senior Mathematics*. New York: Henry Holt and Co. 1945. 437 pp. \$1.52. It is intended as a terminal course in general mathematics for senior high school pupils who have had no systematic course in algebra or geometry and, also as a refresher course for those who have studied algebra or geometry or both. The book may be conveniently divided into two parts, one for each semester or it may be given as a one-semester course.

EWEN, DAVID. *Tales From the Vienna Woods*. New York: Henry Holt and Co. 1944. 216 pp. \$2.50. This is the story of Johann Strauss with Vienna in its heyday of romantic dancing gaiety as the background. With it is the story of his father and the other waltz kings that made Vienna the capital of the world of dance music during the nineteenth century. Johann, despite his father's opposition, studied violin secretly with the help of his mother. When his father forsook his family, Johann uses his violin and his waltz tunes to support his mother. He started his own waltz band to which people flocked to hear and stayed to cheer. This book is the only biography of Strauss in print in America. The book also contains a complete list of his works, themes of his major waltzes, a chronological table, and a list of recordings.

FAULKNER, H. U., and STARR, MARK. *Labor in America*. New York: Harper and Bros. 1944. 305 pp. \$1.80. This book is intended as a tool for teaching. Labor relations have been chosen as its subject because it illustrates phases of the democratic process, a part of the American way of living and thinking. It deals with a phase of modern life which contains many problems—problems almost as varied in their specific statement as there are persons concerned. An attempt is here made to show the way different groups have been affected. The student should be able to recognize how he, as an individual, is affected; he ought also to see that a whole host of people are similarly affected, that their decisions influence him and his decisions are important to them. The way in which labor in America reached its present status is also considered here, that is, the pertinent historical background; and due attention is paid to the gains which democracy has registered in the area of labor relations. No attempt is made to lead the student to think that he can "solve" the problems in the sense of causing them to disappear, but it is hoped that this book will help him to reach decisions, through clear thinking, about matters which affect him, and thus help him to do his part in realizing the promise of the American way of life.

FERN, G. H. *What is Vocational Education?* Chicago: American Technical Society. 1944. 159 pp. \$2.50. It is an attempt to summarize and clarify the purposes and philosophy of vocational education. This is not a new philosophy, but one seasoned by time and enriched by the experiences of the years. It covers such subjects as: Definitions, Guidance, Agriculture, Business Education, Trade and Industrial Education, Adult Education and A Single School System.

GANN, EDITH. *Reading Difficulty and Personality Organization*. New York: Columbia Univ. Press. 1945. 164 pp. \$2.00. There have been many approaches to the problem of reading difficulties, but most of them have concentrated on particular symptoms instead of getting at the root of the trouble. It is the author's thesis that reading disabilities are a part of total personality and that they cannot be studied apart from a child's personality adjustment and his attitude toward the reading experience. Using experimental groups of retarded readers and control groups of average and superior readers, all relatively alike in ability and schooling, the author administers various personality and interest tests. Her analysis of the results has important implications for the teaching of reading and seems to indicate that one duty of a good teacher is to build up the emotional security of her laggard readers. Reading is an essential skill; those who have difficulty in reading are under a heavy handicap.

HUGHES, W. L., and WILLIAMS, J. F. *Sports, Their Organization and Administration*. New York: A. S. Barnes and Co. 1944. 414 pp. \$4.00. This book includes every "why" and "how" of an organized program of sports in our American way of life. Besides furnishing a sound, authentic basis for the whole sports program, these well-known, experienced authors give practical and specific directions for organizing and conducting such a program. The needs of both sexes and all age groups are recognized. Among the contents are: our heritage of sports, sports in a modern democratic state, health supervision of sports, sports in elementary schools, sports in secondary schools and colleges, sports in social organizations, sports in industry, organization of sports, financing of sports, purchase and care of equipment, management of sports, sports awards and point systems, and sports facilities.

de HUSZAR, G. B. *Practical Applications of Democracy*. New York: Harper and Bros. 1945. 140 pp. \$2.00. *Democracy is something you do; not something you talk about. It is more than a form of government, or an attitude or opinion. It is participation.* If you are a person who does not like to sit by when your way of life is threatened, but want to do something about it, then this book is written for you. It is not addressed to public officials telling them what they can do about the crisis of democracy. The book is divided into three parts. Part I of this volume states the two main problems we have to face are disintegration and inaction. It points out the necessity of integration and action through an effective democracy. It further shows how much integration and action can be attained through building social structure out of social units; problem-centered-groups. Part II illustrates the application of this method of building problem-centered groups in various fields: community, government, education, art, leisure, journalism, employment, vocational training and industry. Part III relates the significance of the method to the participating individual and discusses its effects on him.

JOHNSEN, J. E. *Lowering the Voting Age*. New York: H. W. Wilson Co. 1944. 237 pp. \$1.25. Even before the ballots were counted on November seventh, politicians, sociologists, and recorders of important first events noted two significant trends. Votes cast by women exceeded those cast by men for the first time in a presidential election, and for the first time boys and girls of teen-age had voted. The teen-age group voted only in the state of Georgia which had lowered the legal voting age to include the eighteen-year olds. This volume includes background material and direct discussion, *pro* and *con* on the subject of extending enfranchisement to youth between the ages of eighteen and twenty-one. It also contains an outline for a debate on the subject as well as a comprehensive bibliography. It is one of the seven issues of Vol. XVII of the *Reference Shelf* prepared by the H. W. Wilson Company for debates and public discussions.

- KASER, L. J., Ed. *A History of Burlington County Schools*. Mount Holly, New Jersey: Burlington County Educational News, County Superintendent's Office. 1943. 242 pp. \$1.60. The book contains an account from each school district in Burlington County, New Jersey. It also contains a statement of the educational philosophy and policy of the State Commissioner of Education; an account of activities of helping-teachers, county attendance officers, Bordentown State Industrial School, Burlington County Council of Parent-Teacher Associations, Burlington County Educational News, County Library, County School Boards Association, County Teachers Association, County Tuberculosis League, Clare Tree Major plays, school statistics, and a list of school personnel for 1943-44. There is also an account of the activities and the government of the Burlington County Board of Chosen Freeholders, as well as an interesting resume of the influence of education in Burlington County by the early pioneers. It contains more than 450 illustrations.
- KRUG, EDWARD, and ANDERSON, G. L., Editors. *Adapting Instruction in the Social Studies to Individual Differences*. Washington, D. C.: The National Council for the Social Studies, 1201 Sixteenth Street, N. W. 1944. 156 pp. \$2.30, clothbound. \$2.00, paperbound. This Fifteenth Yearbook of the National Council for the Social Studies deals with a topic of vital concern to every teacher. A stimulating volume full of ideas and suggestions for classroom teachers and administrators, it fills a gap in a field where the literature is very sparse. The contributors to this Yearbook present ways in which social studies teachers can adapt their instruction to individual differences through the use of practical classroom techniques, and a wide variety of educational materials. Underlying the entire volume is a sound and constructive philosophy towards facing the facts of individual differences.
- LEONARD, MARGARET. *Health Counseling for Girls*. New York: A. S. Barnes and Co. 1944. 131 pp. \$1.50. This book was written to bring increased recognition of the value of the guidance aspect in health education. Through the records and analyses of actual health interviews and of specific problem situations arising in health counseling, the reader is provided with multiple illustrations of the problems of adolescent girls and of the widely varied guidance techniques which can be used in health counseling. An important feature of the book is the description of a workable program of health guidance for a secondary school. From the practical suggestions given, other schools can build plans adapted to their individual situations.
- MILLETT, F. B. *The Rebirth of Liberal Education*. New York: Harcourt, Brace and Co. 1945. 179 pp. \$2.00. This book is a readable study of the past, present, and future of American liberal education. While technological and scientific courses properly occupy the focus of attention in the war emergency, educators are even now questioning the future of the liberal arts—history, philosophy, literature, art, music, and the other humanities—those disciplines of the mind by which the liberal colleges prepare young people to live, rather than merely to earn a living. The author presents forthright criticism of liberal education old-style which will doubtless stir up considerable controversy. But he goes beyond criticism to propose many reforms. And from the pages of his book emerges a picture of liberal education new-style which challenges the careful study of everyone concerned with the future of the American liberal arts college.
- MURPHY, L. B., and LADD, HENRY. *Emotional Factors in Learning*. New York: Columbia Univ. Press. 1944. 420 pp. \$3.50. Sarah Lawrence College has come to believe that a curriculum established on intellectual, cultural, or practical bases may be completely ineffectual if it fails to take into account emotional factors which affect the learning progress of the individual. Each student reaches maturity, competence, and self-confidence in a different way, depending on his patterns of intellectual and per-

sonal growth. Personal problems—such as health, social life, or family difficulties—may stimulate learning in some students and interfere with it in others. Some students have problems in specific areas of work, while the personality structure of others may affect all areas of their life and work. One student may need concrete material; another may need clear directions; and a third may need freedom from authoritative pressure. These are some of the things the authors discuss, basing their discussion on actual teachers' records of students in the process of being educated. The book contains a number of full case studies illustrating varied problems of personality structure as revealed through learning experiences.

PANTH, B. D. *Consider the Calendar*. New York: Bureau of Publications, Teachers College, Columbia Univ. 1944. 138 pp. \$1.25. The book presents an historical overview of the calendar, an analysis of calendrical instruments, and a discussion of the relation of the calendar to our social and industrial needs. Basic calendar concepts are discussed as they relate to the earth—the natural clock, and the week—an arbitrary device—and as they relate to the adapting of the week to the month and the solar year as well as to the adapting of the synodic (lunar) month to the solar year. Following this, basic calendar patterns are explained, examples of basic types are given, and a comparison of different time units as well as a discussion of modern experiments in calendar reforms are presented. The appendix contains a discussion of the holidays in the United States, a method for determining the day of the week upon which any given date falls, and a selected list of references.

REAVIS, W. C., and COOPER, D. H. *Evaluation of Teacher Merit in City School Systems*. Chicago: The Univ. of Chicago. 1945. 139 pp. \$1.50. The evaluation of merit is a matter of great importance both to officials responsible for the management of the schools and to teachers interested in professional security. Boards of education insist that the merit of teachers be carefully evaluated and not be taken for granted or determined by the snap judgment of professional officers. Likewise, the teachers whose professional careers are at stake object to the perfunctory ratings which are made by administrative officers and which are frequently used in determining salary, promotion, and professional security. All recognize that some evaluation of merit must be made by school officials responsible for the services of teachers. The critical issues are the purpose of the evaluation and the means by which it is made. The solution to the problem of better evaluation is to be found (1) in the development of a program which is reasonably free from the errors and faults of common rating devices and the uses made of them; (2) in the general acceptance by teachers of the purposes of evaluation; and (3) in the enlistment of teacher co-operation and participation in the development of the means of evaluation to the end that it will prove mutually helpful to teachers and administrative officers. This monograph was undertaken in the hope that it might be of service to city school systems in the improvement of their methods of evaluating teacher merit.

RONDILEAU, ADRIAN. *Education for Installment Buying*. New York: Bureau of Publications, Teachers College, Columbia Univ. 1944. 70 pp. \$1.85. The study was undertaken to develop principles and techniques of installment buying which would be used primarily on a thorough, objective analysis of consumers' installment buying knowledge and practices. Some of the recommendations made as a result of the study are:

1. Installment buying should be treated largely in connection with other consumer education subjects, such as buying and furnishing a home and budgeting.
2. The raising of key problems and the discussion of basic consumer techniques and patterns of buying should be made central in the teaching of installment buying.
3. Stress should be laid upon the importance of planning for, and understanding thoroughly, any and all obligations contracted under the installment plan.

4. The ability to make good, rapid approximations should be a major skill objective for the total curriculum; special responsibility should rest upon courses in mathematics and in consumer education.
5. The grade level at which installment buying and closely analogous buying processes should be studied must depend on the community, the curriculum pattern, and the individual students concerned. In most cases it would be advisable to teach various buying methods as early as the sixth, seventh, and eighth grades. Further study should be devoted to this area at the high-school, college, and adult levels.
6. Whenever revision of a total curriculum or of a specific course in one of the social studies fields is contemplated, careful consideration should be given to the value of building the curriculum or the course about topics like housing, food, clothing, and earning, saving, and spending. Appropriate material on installment buying should be included as part of these units and/or as a separate unit of instruction.

SKINNER, C. E., Ed. *Elementary Educational Psychology*. New York: Prentice-Hall, 1945. 440 pp. \$3.25. This book is a simple and brief presentation of the significant facts and data of psychology without sacrificing scientific accuracy. Examples are taken from the classroom and from life to carry over the information into the student's later experience. Much new material is included. The multiple authorship of the book gives the students a broader approach and helps them develop a set of values without the restrictions of one man's bias.

STRUCK, F. T. *Vocational Education for a Changing World*. New York: John Wiley and Sons, Inc. 1945. 550 pp. \$3.50. This book presents the author's philosophy of vocational education, as a guide for teachers, supervisors, principals, administrators, and laymen. It covers the whole field of vocational education of less-than-college grade, giving basic fundamentals. It answers these and other vital questions: What is the function of each type of vocational school, and how can it be used to the best advantage? What is the place of industrial arts in the educational program, and how can it supplement both general and vocational education? What are the laws, policies, and regulations under which vocational schools are organized? What are the policies of labor and management as they relate to vocational education? What is the attitude of many trade and industrial associations toward education for work?

THAYER, V. T. *American Education Under Fire*. New York: Harper and Bros. 1944. 193 pp. \$2.50. The American of today is engaged in a profound searching of his soul. The depression and the war have caused him to question the values he lives by. It is natural, therefore, that he should subject his school to a similar critical examination, since our schools and colleges reflect as well as determine prevailing conceptions of the good life. Ultimately the issues of education are one with the issues of life. This book attempts to deal with certain crucial issues that confront the citizen as well as the professional educator. Part I examines conflicting theories and trends in American democracy and their implications for education. It concludes with a positive statement of a free man's faith. Part II deals more specifically with a number of controversial problems that have engaged the attention of laymen and educators alike. This section of the book also concludes on a positive note with a broad outline of the task of the modern school.

TUTTLE, GEORGE P., Ed. *Guide to the Evaluation of Educational Experiences in the Armed Services*. Urbana, Illinois: The editor, Univ. of Illinois. 363 Administration Building. 1944. More than 900 pp. \$2.00. This is one of the most valuable and practical tools by the American Council on Education to aid in the educational readjustment of veterans. It was compiled for the Council, with the co-operative support of nineteen regional and national accrediting associations. This loose-leaf handbook will

be indispensable for any institution which expects to evaluate fairly the educational experiences of men and women who served in the military forces. The armed forces have themselves ordered more than 10,000 sets of the book.

During 1945 additional loose-leaf descriptions and evaluations on training programs within the Armed Forces, the United States Merchant Marine Corps, and of as many of the post-hostility educational programs of the Armed Forces as are available, will be prepared. The same loose-leaf format as in the above guide will be followed.

The subscription rate for 1945 is \$3.00 and orders should be sent to the American Council on Education, 363 Administration Building, Urbana, Illinois, for the materials to be prepared and issued during the year 1945. The complete *Guide* for schools and colleges is \$2.00 for the part prepared in 1944, and \$3.00 for the part to be prepared in 1945.

TYLER, K. S. *Modern Radio*. New York: Harcourt, Brace. 1944. 238 pp. \$3.00. In this scientific story of radio today is the explanation of how radio actually works. Beginning in the studio where the program originates, each step from the original broadcast to the sound waves coming from the loudspeaker is explained. Any one interested in entering the radio field can learn here the principles of radio engineering and the duties of the men in the broadcasting studio, the control room, the transmitting station, and the television studio.

The book covers the latest developments in radio broadcasting, frequency modulation, television and colored television. The fundamental operating principles of the latest types of microphones, radio tubes, transmitters, antennas, and receivers are explained. The newly developed colored television camera and receiver are described. Several chapters deal with the production of sound effects, studio design, and the most recent improvements in studio construction.

The University of California. *Education and Society*. Berkeley 4: The University Press. 1944. 196 pp. \$2.50. Like other social institutions, education is quite properly being subjected to re-examination. The chapters in this volume are written with the aim of revealing the underlying considerations and methods which have influenced modern education and the chief characteristics of the system which these considerations and methods of study have brought about. At the risk of oversimplification it may be said that the modern study of education is historical and scientific, and that the fundamental character of the school system in this commonwealth is democratic. At least, these are the ideals which are on the way to partial realization. The volume indicates in some detail how historical and scientific study has been directed to education, and how the procedures of modern education are evolving, under the guidance of this study, so as to be a fitting part of a democratic social order.

University of Pennsylvania. *Educational Planning for Peace*. Philadelphia: The Univ. 1944. 359 pp. \$1.00. The proceedings of the thirty-first Annual Schoolmen's Week meetings held in March, 1944. Major fields that are covered in the discussions are: the basic considerations in planning the educational program that will assure peace, its administration, childhood education, education for youth, higher education, education in China and Germany, and education in special fields.

Books for Teacher and Pupil Use

ALLAN, DOUGLAS. *Lightning Strikes Once*. New York: McBride. 1944. 285 pp. \$3.00.

Here is a collection of seventeen exhilarating and inspiring true stories in the history of adventure—stories of the Red Sea, the South Seas, South Africa, Alaska, and other far-flung realms of danger.

BAYLISS, M. F. *Bolivar*. New York: Henry Holt. 1944. 384 pp. \$3.00. A novel about two cousins, one living in the Sor'land Mountain area of New Jersey and the other in

Loudoun County, Virginia. It is a romantic story of early American life with horses, dogs, and fox hunts.

BRIENLOW, G. F. *Cavalryman Out of the West*. Caldwell, Idaho: The Caxton Printers, Ltd. 1944. 442 pp. \$5.00. This is not only the story of the life of General William C. Brown, a West Point graduate who spent forty-five years of active service in the United States Army, but also an intimate picture of the history of the development of the West. Here is the story of a "small-town schoolboy" who attained the distinction of a Brigadier General. In it the reader will find enjoyment and profit in reading about the life of a cadet in West Point during the 1850's. Again the story of our pre-1900 years will be revealing to most moderns and interesting to all. The story of encounters with the Indians of the West, as well as life as an American soldier in the Spanish-American War and the Mexican Border trouble particularly stands out in contrast to the present World War. To read of General Brown's career is to secure an accurate picture of the military history of the United States during those years.

CHRIST, J. F. *Fundamental Business Law*. Chicago: American Technical Society. 1944. 332 pp. \$3.00. The field of commercial law is vast, and the principles involved in it are numerous and complex. Therefore, any textbook on commercial law can consist of no more than a skeleton outline of principles and a limited number of illustrations of these principles alone can be of very little use to the practical man. This textbook is presented as a reliable summary of the most important and most frequently encountered principles of the law in relation to common business transactions.

FLOHERTY, J. J. *Behind the Microphone*. Philadelphia: Lippincott. 1944. 207 pp. \$2.00. This is a readable and interesting presentation of a technical subject little understood by the lay person. It is a practical introduction to the operation of and the vocational opportunities in radio. It is likewise the exciting story of our great broadcasting studios and the men who operate them. Many fine photographs add to the value of the book.

FISHER, IRVING, and MILLER, O. M. *World Maps and Globes*. New York: Essential Books. 1944. 168 pp. \$2.50. The present book is an answer to this ever-present educational problem, which has now become one of the first importance not merely in providing the on-coming generation with a realistic view of the world, but also in the education of adult opinion in matters of international relations. In their early chapters, in a clear and simple style, the authors indicate the main aspects of the problem. They go on to discuss the qualities desirable in map projections and discuss various methods by which these qualities can be obtained, to greater and less degree according to the method. Their chief interest is in world maps and a principal objective of the book is to present a way of thinking about them which will enable the average person to use intelligently the many valuable world map projections which already exist. By a logical development of the discussion the conclusion is reached that in the preliminary educational process a polyhedral map which can be produced accurately at little cost offers great advantages. They decided upon an icosahedron which having the largest number of faces has the smallest average distortion of all the regular polyhedrons. This and other novel devices, such as a triangular grid for showing map distortion, are distinguishing features of a book designed to help us, whether we be teachers or the newspaper-reading public, to escape from the inherently bad habits we have acquired and to assist us in the obligation that falls on all of us to see and think in a global sense.

The Generals and the Admirals. New York: Devin-Adair. 1945. 64 pp. \$4.50. Portraits of thirty noted generals and admirals of the United States Forces in World War II by T. H. Chamberlain, with biographies by the editors of *Newsweek*. Here is truly an

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- GOLLOMB, JOSEPH. *Up At City High*. New York: Harcourt, Brace and Co. 1945. 217 pp. \$2.00. The fame of the High School of the City of New York, the "skyscraper school," had reached Jeff Bennet in the small Wisconsin town where he was born and brought up. Left alone in the world, he decided to go to New York and enter City High.

A typical American boy, he arrived friendly and eager, with glamorous visions of the city and the school of which he had dreamed. He found both the city and the school racked with the conflicts that have made ours a war-torn world. If Jeff was to keep his visions, he had to fight for them; and he did, literally and figuratively, with fists as well as in the school activities in which he found himself involved. His hard-won fight was along the lines the world is taking in its own struggle for peace and co-operation. The story moves swiftly in terms of life both in high school and in a big city. Race prejudice is met squarely, the mob spirit of the persecutors and the dangerous reactions of the persecuted.

Grimm's Fairy Tales. Complete edition based on the translation of Margaret Hunt and illustrated by Josef Scharl. New York: Pantheon Books. 1944. 86 pp. \$7.50. This edition gives the complete text of the 210 fairy and folk tales and popular legends collected at the beginning of the nineteenth century by Jacob and Wilhelm Grimm. The Brothers Grimm, over a period of years, recorded at its source—in the homes of peasants, and from traditional story-teller direct—a treasure that was about to vanish with the coming of modern times: the traditional folk and fairy tale, in which is found mankind's common past, the heritage of popular experience, poetry, wisdom, and wit. W. H. Auden, of the *New York Times* rates it "among the few indispensable, common-property books upon which Western culture can be founded." The 212 illustrations in black and white and in color beautifully illustrate many of the stories and crystalizes the readers' imagination. Here is a volume that will be found of interest not only to the elementary-school child, but equally as much, if not more so, to the high-school and adult reader. It is an edition that every high-school library should have available for its patrons, the pupils. There is every evidence that its use will even exceed that of any other book on the high-school library shelves.

- JOHN, NELLIE. *Natural English*. New York: Row, Peterson and Co. 1943. 527 pp. \$1.40.

This book, which is prepared for ninth-grade use, teaches grammar as a tool to be used in speaking, writing, reading, and listening. Instruction in grammar begins with the sentence as the best means of expressing an idea. Then, logically, step by step, beginning with the simplest type of expression, each part of speech is studied in turn from the standpoint of what it can contribute to the expression of an idea. After each part of speech is studied, there are learning activities in which the student uses that part of speech to express his own ideas. These books recognize the value of diagramming as an aid to understanding the construction of a sentence. As each part of speech is studied, its relation to other words in a sentence is pictured in a diagram. Each step, from the drawing of the basic, horizontal line, is carefully explained. Common usage problems—the case of pronouns, comparison of adjectives and adverbs—are taken care of naturally in the logical presentation of grammar. Because they are presented in this organization and are not treated as isolated problems, the student sees them in their proper relationship and can more readily understand their correct use. In the book there are 767 purposeful learning activities, 1810 drill sentences, and 184 drill activities in grammar and correct usage. Speaking (oral communication) receives a treatment of its own as do writing (written communication) and reading. Also all

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of the instruction in grammar is segregated. A companion book, *English for you*, (1943, 591 pp. \$1.52,) is also available for grade ten. Books for grades eleven and twelve are in preparation.

JOHNSON, G. W. *Woodrow Wilson*. New York: Harper and Bros. 1944. 295 pp. \$2.00.

Perhaps of all our presidential administrations, that of Woodrow Wilson has caused the most controversy and has taught the most tragic lesson of our history. His, like our own, was a world of war; it was the postwar lethargy of a people and his own too-idealistic determination that defeated him and laid the cornerstone of our war today. The written record of his life has been examined exhaustively by friend and foe, but never before has an attempt been made to combine that record with what the camera saw. The pictorial evidence of Woodrow Wilson's early years is limited to a few student photographs, but from 1902, when he was elected unanimously by the Trustees as the President of Princeton University, that evidence grows. Mr. Johnson has written a short, brilliant text of these early years. Then comes 1909, when New Jersey politicians began to believe that the college president—who fought the snobbery of the Princeton "clubs"—was a man they could use. This belief, strange as it seemed at the time, was to have amazing results. From this climactic year, Mr. Johnson combines his talents with those of the Editors of *Look* and the biography turns to the pictorial record. Over two hundred and fifty pages of photographs follow, illustrating the public career of a man who grew from a frail scholar to one of the most talked-about characters of American history. These photographs are supplemented by Mr. Johnson's telling captions.

Here, in lucid combination of camera and writing, is the story of the elimination of the bosses in New Jersey, of the birth of the "New Freedom," of Wilson's first presidential campaign, of the period of the First World War when patriotism ran high, of the years of idolatry that followed the Armistice, of the League of Nations struggle and finally the close of an epoch that marked the tragic defeat of a man and all that he stood for.

Not only does this book trace the public life of Wilson but it also emphasizes the political implications of his presidency, the aspect of his life as a family man and the influence of his career on the life of the people of the country. This biography in a new form; a welding of two mediums into a graphic story that brings new insight into character and development, into times and circumstances; a form which is at the same time entertaining, human and historically exact.

KELLY, E. P. *From Star to Star*. Philadelphia: J. B. Lippincott. 1944. 239 pp. \$2.00.

Young Roman, son of a nobleman in medieval Poland, sacrificed a knightly career and his father's approval in order to attend the University of Krakow in the days when a college education was gloriously exciting and dangerous. It was the year after Columbus discovered America and all Europe was seething with the "New Learning," and the promise of new horizons.

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